DOCUMENT RESUME

ED 237 629 AA 001 121

Resources in Education (RIE). Volume 19, Number 5.
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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

DOCUMENT RESUME

ED 237 643 CE 037 318

Lombana, Judy H.
Success for Mentally Retarded Students. Sources to Upgrade Career Counseling and Employment of Special Students.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Counseling; Career Education; *Career Guidance; *Career Planning; Educational Legislation; Employment Potential; Federal Legislation; Individual Counseling; Job Placement; Job Skills; *Mental Retardation; Secondary Education; *Student Evaluation; *Vocational Evaluation; Vocational Interests

Intended for school counselors, occupational specialists, and other guidance personnel, this handbook provides basic information and lists of resources concerning the career guidance needs of mentally retarded students. Chapter 1 reviews the aspects of career guidance that the counselor must provide: assessment, individual counseling, career planning, and career placement. The next two chapters describe the major classification systems for mentally retarded students and list characteristics of retarded students. Chapter 4 focuses on a comprehensive psychoeducational assessment of mentally retarded students, including assessment of intellectual abilities, academic achievement, and social functioning. The chapter on counseling mentally retarded students addresses selecting an appropriate counseling approach and family involvement. Chapter 6 briefly summarizes several laws affecting career planning for retarded people. Chapter 7 on career planning discusses development of employability skills, development of career/vocational vocabulary, and measures of vocational interests. Vocational placement is considered in chapter 8. Work evaluation systems frequently used with retarded students are described. Chapter 9 is an annotated listing of directories of services and materials, professional and service organizations, career education handbooks, and journals that can be used as resources. A bibliography concludes the handbook. (YLB)

DOCUMENT RESUME

ED 237 657　　　　　　　　　　　　　　CE 037 530

Samuels, Frank; Gierach, Lester

The Design and Implementation of an Urban Adult Basic Education Program.

PUB DATE- 1 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; *Adult Literacy; *Adult Programs; Adult Students; Agency Cooperation; *Disadvantaged; Educational Needs; *Literacy Education; Program Development; *Program Implementation; Student Attitudes; Student Characteristics; Student Recruitment; Teacher Attitudes; Two Year Colleges; *Urban Education
IDENTIFIERS- Milwaukee Area Technical College WI; Wisconsin (Milwaukee)

It has been estimated that about 10 percent of the total United States population, some 23 million American adults, are functionally illiterate. About 100,000 of these persons live in the Milwaukee area and could be assisted by extension programs such as those conducted by Milwaukee Area Technical College. One of the major reasons for the college's relative success in delivering basic skills education has been its willingness to collaborate with so many different local community agencies. Other factors important in conducting a successful adult basic education program are the following: (1) establishing the program in the local community; (2) using existing local government bodies as sponsors--such an approach is exemplified by the Milwaukee Public Schools; (3) scheduling programs to meet the time constraints of disadvantaged persons, essentially adopting a flexible approach with multiple entries and exits; (4) creating a curriculum based on the survival skills needed by disadvantaged urban residents; (5) selecting empathetic, preferably local, neighborhood personnel for conducting the classes; (6) implementing successful recruitment efforts, such as using influential people in the neighborhoods; (7) organizing the learning environment in ways that do not intimidate or raise hostility in the clients; (8) being cognizant of the characteristics of the adult disadvantaged student; (9) recognizing the differences between adults' and children's learning styles and needs; (10) gearing instruction to individual differences; (11) recognizing and working with cultural differences; and (12) developing a sense of community among students and teachers. Although incorporating these factors into adult literacy programs should contribute to their success, such programs are having to compete increasingly for their share of limited budgets with high technology education and programs for more able students. (KC)

DOCUMENT RESUME

ED 237 671 CE 037 592

Anderson, D. S.; Blakers, C.
National Clearinghouse on Transition from School. Abstracts and Indexes: 1981-1983 . Vol. 2. No. 4.
Australian National Univ., Canberra. National Clearinghouse on Transition from School.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Abstracts; Access to Education; Educational Finance; *Educational Policy; *Educational Research; Education Work Relationship; Outcomes of Education; *Periodicals; Policy Formation; Postsecondary Education; Program Development; *Program Implementation; *Research Reports; Secondary Education; Student Attitudes; Student Characteristics; Student Participation; Work Experience Programs
IDENTIFIERS- *United Kingdom

This booklet contains abstracts of research reports, papers, and other material on the topic of young people and education, especially in the United Kingdom. The abstracts are arranged in the following categories: social and educational developments, programs, and periodicals. Within each of these sections, the abstracts are arranged and numbered in clusters according to prime subject matter. The subjects covered in this volume are the following: education (planning, resource allocation); higher education (access, control, students, financial support); programs (Commonwealth, community, transition, work experience); schools (character, approaches, outcomes, retention of students, student participation); experiences, attitudes, expectations, and destinations of school students; policy and programs of Technical and Further Education (TAFE), and attitudes and views of young people. (A list of the topics is provided at the front of the booklet.) For this final issue for 1983, the subject and author indexes are published separately from the abstracts and cover all materials abstracted from November 1982 to November 1983. (KC)

DOCUMENT RESUME

ED 237 685 CE 037 635

McGrath, Mimi; Pekelo-Bielen, Rhonda
You Can Do It! Vocational Education. Volume 2: Choosing Strategies that Are Right for You.
Nellum (A.L.) and Associates, Braintree, MA.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Access to Education; Advertising; Bilingual Students; Communication Skills; Community Support; Educational Planning; *Educational Practices; Equal Education; Guidelines; Limited English Speaking; Mass Media; Material Development; Minority Groups; Models; Newspapers; *Outreach Programs; Postsecondary Education; Program Design; *Program Implementation; *Publicity; Public Relations; Public Speaking; Secondary Education; *Student Recruitment; *Vocational Education; Workshops
IDENTIFIERS- *Massachusetts

This volume, the second in a two-volume guide designed to provide vocational educators in Massachusetts with some practical tools for planning and implementing student recruitment strategies in their local areas, offers step-by-step instructions for implementing specific recruitment strategies. The first chapter examines the benefits of holding conferences and workshops to familiarize the community with current needs in vocational education and also includes detailed guidelines for improving public speaking skills and planning presentations. Provided in the second section are model presentations, magazine articles, and awareness exercises used by vocational schools and designed for widespread use among schools throughout the country. The third chapter, consisting of guidelines to help vocational instructors plan creative mass media and publicity campaigns, includes lists of Massachusetts-based media organizations and minority language newspapers that are published in the state. Suggestions for making audiovisual productions and for using radio and television air time to publicize vocational education programs are set forth in the next two chapters.

Concluding the guide are ideas for designing effective advertisements, brochures, billboards, and buscards. (MN)

DOCUMENT RESUME

ED 237 699 CE 037 692

Career Skills through English. Grade 10.
Frederick County Board of Education, Md.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 83
AVAILABLE FROM- Coordinator of Career Education, Board of Education Frederick County, 115 East Church St., Frederick, MD 21701 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Education; Check Lists; *Communication Skills; Competence; *English Instruction; *Fused Curriculum; Grade 10; Guidelines; High Schools; Interest Inventories; *Job Application; *Job Search Methods; Learning Activities; Letters (Correspondence); Portfolios (Background Materials); Questionnaires; Records (Forms); Self Evaluation (Individuals); Surveys; Writing Skills
IDENTIFIERS- Resumes

This curriculum guide contains materials for use in helping tenth grade students acquire career skills in English courses. Addressed in the individual sections of the guide are the following topics: self-awareness, application forms, letters of application, resume writing, the interview process, and sources of career information. Each unit includes some or all of the following: an instructional objective, one or more competency statements, suggested student activities, followup activities, checklists, sample forms, and information sheets. A list of tenth grade level language arts and career education objectives and competencies is also included. (MN)

DOCUMENT RESUME

ED 237 713 CE 037 715

Wallace, Susan W.; Myer, Donna Foster

Health Care Organization and Issues. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.

Baptist Coll. at Charleston, SC.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Classroom Techniques; Codes of Ethics; Community Health Services; Consumer Economics; Consumer Education; Core Curriculum; Definitions; Ethics; *Family Health; Financial Support; Futures (of Society); Guidelines; Health Education; Health Facilities; Health Insurance; *Health Needs; Health Personnel; *Health Programs; *Health Services; Higher Education; Home Health Aides; Home Programs; Hygiene; Instructional Materials; Learning Activities; Paraprofessional Personnel; Program Design; Program Implementation; Resource Units; Rural Areas; *Rural Education; Teaching Methods
IDENTIFIERS- United States

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching a course in health care organization and issues. Covered in the first section of the guide are the role of health care organization and health issues in rural health promotional training, general objectives and recommendations for instructors, and references and suggested course texts. A series of unit overviews dealing with the following topics is provided: a definition of health, the structure and function of the U.S. health care system, the financing of health, consumerism in health, ethics and issues in health care, and health care in the future. Each unit contains general and specific objectives, a course outline, and instructional notes. Concluding

the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

DOCUMENT RESUME

ED 237 727 CE 037 736

Federal Job Training Partnership Act for Veterans. Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Needs; Employment Programs; Federal Legislation; Federal Programs; Hearings; *Job Training; Postsecondary Education; Program Implementation; Program Improvement; Student Financial Aid; *Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- Congress 98th; *Job Training Partnership Act 1982; Vietnam Veterans

This document is a transcript of a Congressional hearing conducted for the purpose of discussing the workings of the new federal Job Training Partnership Act (JTPA) as it applies to veterans. Witnesses included various officials of veterans groups, especially Vietnam veterans from Massachusetts, state officials of Massachusetts, a representative of the Veterans Employment and Training Service of the U.S. Department of Labor, and U.S. Representative Barney Frank who conducted the hearing. During the hearing, witnesses emphasized that the JTPA, as now written, allots only about $2.8 million for veterans' job training, amounting to only about ten dollars per Vietnam veteran. The money allotted for veterans' training in Massachusetts amounts to only about $218,000. The witnesses stated that a much greater level of funding is needed if the JTPA is to make an impact on veterans' unemployment. The witnesses also stressed the need for representation of Vietnam veterans on the Private Industry Councils (PICs) that are responsible for overseeing the JPTA programs in each state. They said the councils should have a veteran membership about equal to the percent of veterans in the population. Another topic discussed by witnesses included the necessity of extending the length of time for Vietnam veterans to use their educational benefits. Prepared statements by some of the witnesses are also included in the document. (KC)

DOCUMENT RESUME

ED 237 741 CE 037 756

Spann, Jinny
Marketing: A How-to Book for VR.
West Virginia Rehabilitation Research and Training Center, Dunbar.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jun 82
GRANT- RTC-16-P-5806/3-16
AVAILABLE FROM- West Virginia Research and Training Center, Administration, Training and Publications Staff, One Dunbar Plaza, Suite E, Dunbar, WV 25064 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agency Role; Definitions; Educational Needs; Educational Planning; Guidelines; *Institutional Advancement; *Marketing; Needs Assessment; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; *Publicity; *Public Relations; Rehabilitation Programs; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Audits; *Educational Brokerage

This guide, written for vocational rehabilitation (VR) agency policymakers and staff alike, deals with the concept of marketing from a VR perspective. Covered in the individual chapters of the guide are the meaning of the term marketing; a conceptual framework for marketing in a VR agency (product definition, target group definition, differential needs identification, consumer behavior analysis, differential advantages, integrated market planning, multiple marketing tools, marketing feedback, and marketing audits); guidelines for developing a marketing plan; procedures for conducting a marketing audit (marketing environment, strategy, organization, function, productivity, systems, and audience audits); and further considerations in developing a marketing plan (staying flexible, assessing demand, gathering information, sorting out markets, altering and distributing products, keeping track of costs, evaluating a VR program, and surviving). A bibliography concludes the guide. Appended to the volume are a hypothetical marketing director's resume, a target audience visualizer chart, and a sample

form to use when defining current marketing activities. (MN)

DOCUMENT RESUME

ED 237 755 CE 037 793

Fordham, Paul, Ed.
Co-operating for Literacy. Report of an International Seminar (Berlin, October 1983).
German Foundation for International Development, Bonn (West Germany).; International Council for Adult Education, Toronto (Ontario).
SPONS. AGENCY- British Council, London (England).
REPORT NO.- DOK-1223-B/a
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Adult Literacy; Continuing Education; *Developing Nations; *Economic Development; Females; Foreign Countries; Government Role; *Illiteracy; *International Cooperation; International Organizations; International Programs; *International Relations; *Literacy; Literacy Education; Poverty, Regional Cooperation

Intended for people in government and other agencies who make decisions on policy or on funding for literacy, this short report of an international seminar on literacy summarizes seminar themes. The first topic considered is the rationale for investment in education. The connection between literacy and national development is stressed, and three interrelated components of a strategy toward literacy are defined: literacy for adults and out-of-school youth, Universal Primary Education, and adult continuing education. A discussion of literacy in context looks at the role of the national goals, the correlation between illiteracy and poverty, and the large number of the world's illiterates who are women. Adult continuing education is then discussed as effective followup or postliteracy activity. Suggestions are offered for what can be done to promote literacy, including cooperation between third world countries, establishment of regional offices and associations as clearinghouses on training, and national training workshops for literacy workers. A final discussion of the meaning of cooperation focuses on five problem areas identified in the delicate area of international relations and understanding: project identification and formulation, cooperation among national governmental organizations, the selection and use of consultants, evaluation and monitoring, and conflicting reporting systems. (YLB)

DOCUMENT RESUME

ED 237 768 CE 037 811

Oversight Hearings on Vocational Education, School Lunch, Asbestos in Schools, Elementary and Secondary Education Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress; First Session (Ashland, Kentucky, May 13, 1983; Lexington, Kentucky, May 14, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Air Pollution; Ancillary School Services; *Asbestos; Educational Finance; Educational Legislation; Educational Needs; Educational Objectives; Educational Planning; Educational Policy; Educational Practices; Educational Trends; *Elementary Secondary Education; Federal Legislation; Financial Needs; Financial Support; *Lunch Programs; Physical Health; Policy Formation; Postsecondary Education; Public Policy; *School Activities; School Law; *School Safety; *Vocational Education

These Congressional hearings contain testimony dealing with vocational education, school lunch programs, asbestos in schools, and elementary and secondary educational programs. Included among those agencies and organizations represented at the hearings were the following: Ashland Vocational and Technical School in Ashland, Kentucky; Cabell County Public Schools in Huntington, West Virginia; the Kentucky Department of Education; Kentucky Power Company in Paintsville, Kentucky; the Eastern Kentucky Educational Development Corporation in Ashland, Kentucky; the Advisory Council for Vocational Education in Hazard, Kentucky; Mingo County Public Schools in West Virginia; the American Association of University Women; the Vocational Education Region 11 Advisory Council; Floyd County Schools in Prestonsburg, Kentucky; and the Kentucky Catholic Conference in Louisville, Kentucky. (MN)

DOCUMENT RESUME

ED 237 782 CE 037 862

Mietus, Walter S.
Productivity, A Priority for Industrial Arts.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Creative Thinking; *Educational Improvement;
*Industrial Arts; Job Development; Job Simplification; Postsecondary Education; *Productivity; Program Improvement; Quality of Life; *Research Needs; *Trade and Industrial Education

The need for increased industrial productivity has become great in American society. If America is not to be outstripped by foreign competitors, worker productivity must be increased. Industrial arts can play a part in increasing productivity by fostering productive ideas in students. Attempts at work redesign have led to short-term increases in productivity but have not always led to sustained productivity improvement. Since attempts at attitude improvement in workers do not always continue after an innovative approach, new priorities should be set for industrial education. There should be a thrust for research in methods of quality of working life and for strategies to develop the awareness and skills in youth necessary to function in the roles required in industry for improving productivity. Somewhere in the background of the American work force there needs to be educational experiences that are designed to develop the skills of productive thinking. Students can be made conscious of their power to produce ideas and their power to convert ideas to products that form the content of this world. People can be taught to make incremental improvements in their productive thinking abilities. Two techniques used in workshops to increase productive thinking are the "Golden Touch Techniques" and the Semantic Interdisciplinary and Combination of Reality Factors Technique. Use of these techniques in industrial arts can help students to improve their thinking and contribute to industrial productivity. (KC)

DOCUMENT RESUME

ED 237 798 CE 800 052

Miller, Juliet
Competency Education for Adult Literacy. Overview: ERIC Fact Sheet No. 10.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Adult Basic Education; Adult Education; *Adult Literacy; *Competency Based Education; *Daily Living Skills; Educational Research; *Functional Literacy; Minimum Competencies; Problems; Program Content; Resource Materials
IDENTIFIERS- ERIC; Fact Sheets; PF Project

Recently, the definition of functional literacy has been broadened to include the completion of a secondary education or its equivalent. This definition focuses on obtaining the functional competencies required to perform adequately in adult life. Three major sets of functional competencies are represented in models developed by the Adult Performance Level Project, the New York State External High School Diploma Program, and the state of California. Difficulties with traditional adult education programs have been accessibility and a lack of defined competencies. Competency-based adult education (CBAE) responds to this problem by providing an individualized set of competencies to meet adult needs. CBAE programs share these common components: (1) identified and stated outcomes or competencies; (2) a formal assessment system; (3) functional literacy subject matter integrating both basic and life skills; and (4) certification of mastery of competencies. Research on CBAE indicates that: students, administrators, and staff have different perceptions of the importance of competency areas; no competency list is appropriate for all students; more effective ways of measuring competencies need to be developed; and competency-based programs are effective. This fact sheet includes a bibliography of seven resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

DOCUMENT RESUME

ED 237 813 CE 800 067

Kendall, Elizabeth L.; Chenoweth, Roberta
Do You Read Me? Industrial Supplement: Reading Development Activities Guide.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Content Area Reading; Fine Arts; *Industrial Arts; Learning Activities; *Prevocational Education; Puzzles; Reading Comprehension; *Reading Games; *Reading Improvement; *Reading Skills; Secondary Education; *Trade and Industrial Education; Vocabulary Skills; *Vocational Education; Word Recognition
IDENTIFIERS- PF Project

This activity guide is one of four supplements to be used with "Do You Read Me? Prevocational-Vocational Reading Development Activities" (ED 210 454). Each supplement deals with a different occupational category. Games, puzzles, and other activities are offered to aid in developing the word recognition, vocabulary, and comprehension skills of students in prevocational and vocational education. The subject of this supplement is industrial occupations. Activities are presented for auto body, auto mechanics, carpentry, drafting, electricity, machine shop, masonry, plumbing, refrigeration, sheet metal, small engines, and welding. A small section on fine arts occupations is also included. Answer keys for the activities are appended. (DC)

DOCUMENT RESUME

ED 237 828 CG 017 082

Nevergold, Patricia A.; And Others
PINS Jurisdiction in New York State Today: Critique and Recommendations.
Statewide Youth Advocacy, Rochester, NY.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- Statewide Youth Advocacy, Inc., 426 Powers Building, Rochester, NY 14614 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Child Advocacy; Child Welfare; *Court Role; *Delivery Systems; Family Problems; *Juvenile Courts; Parent Child Relationship; Placement; Position Papers; Problem Children; Program Descriptions; Program Effectiveness; Secondary Education; State Programs; *Youth Problems
IDENTIFIERS- Juvenile Justice System; *New York; *Status Offenders

This report proposes a restructuring of the statutory framework for dealing with PINS (persons in need of supervision) defined as children under 16 whom the court has determined to be incorrigible, ungovernable or habitually disobedient and beyond the lawful control of parents or other lawful authority. The proposal, as described in the recommendations which conclude this report, is built on existing New York statutory mandates, procedures, and funding streams which allow intervention to secure services and placement for a range of juvenile problems and misbehavior. Following a brief history of Statewide Youth Advocacy, Inc., background information is provided on the kinds of adolescent problems within PINS jurisdiction as well as characteristics of the families and individuals involved, including youths who have been neglected or abused, those with special education needs or emotional disturbances, runaways, and delinquents. The petitioning process and its outcomes are described, and changes in expectations and objectives are reviewed in light of recent legislation. Service systems for PINS are described, including out-of-home care, Department of Social Services Preventive Services, Division for Youth local assistance, and mental health services. The role of the schools is discussed and suggestions for improved service delivery are provided including central intake, emergency shelters, intensive home and community-based intervention, and a juvenile mediation process. Recommendations focus on redefining the role of family court, and techniques for structuring the planning and coordination of service delivery. The appendices contain information on placement costs and a glossary of terms. (JAC)

DOCUMENT RESUME

ED 237 843 CG 017 097

Richards, Louise G., Ed.
Demographic Trends and Drug Abuse, 1980-1995. NIDA Research Monograph 35.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-81-1069
PUB DATE- May 81
CONTRACT- NIDA-271-79-3605
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Annotated Bibliographies; *Demography; *Drug Abuse; Drug Use; Geographic Location; Illegal Drug Use; Marihuana; Narcotics; *Prediction; Race; Sex; *Sociocultural Patterns; Trend Analysis; *Young Adults

This research monograph, written for community officials and planners of drug abuse prevention programs, presents straight line projections on the possible extent and kinds of nonmedical drug use for young adults (18-25 years old) that can be expected in the future. Projections are made based on current young adult drug abuse and population trends. The purpose of the study and methodologies are described in the introductory chapter. Chapter 2 comments on demographic trends in family status, education, income, geographic distribution, race, ethnic composition, total population size, and age composition. In chapter 3, sources of data on drug abuse are reviewed and evaluated for their usefulness in making future projections. The remainder of the monograph presents the projections, in text and tables, for marijuana, inhalants, hallucinogens, cocaine, heroin, and other opiates. Data are given for total numbers and for percentages of 18 to 25 year olds who may be expected to use these drugs in 1985, 1990, and 1995. Trends are further tabulated by sex, race, and residence in metropolitan or nonmetropolitan areas. Numerous tables and an annotated bibliography on demographic trends and forecasting techniques supplement the text. (BL)

DOCUMENT RESUME

ED 237 859 CG 017 114

Truckenmiller, James L.
Predicting Self-Reported Delinquency Level in a General Youth Sample via the HEW Youth Development Model's Youth Needs Assessment Instrument.
SPONS. AGENCY- Pennsylvania State Office of Children, Youth and Families, Harrisburg.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Delinquency; *Needs Assessment; *Predictive Validity; *Predictor Variables; Secondary Education; *Youth Problems; Youth Programs

The HEW National Strategy for Youth Development Model is promoted as a community-based planning and procedural tool designed to enhance positive youth development and prevent delinquency. To investigate the relationship between the percentage of youths endorsing particular needs and problems and the relative predictiveness these items bear on self-reported delinquency (SRD), 1,037 male and female youths, aged 10-19, representing a 4 percent random sample of one county in the demonstration project area, completed the HEW Youth Needs Assessment Instrument. The instrument contains 53 problems and needs grouped into 11 clusters: employment, employment/discrimination, drugs, medical care, school, school/discrimination, police/legal, police/discrimination, parents/home, neighborhood, and recreation. Items are endorsed "yes/no" as being a problem and then the degree of seriousness is represented on a three-point scale. An analysis of the results showed no relationship between the youth needs/problems endorsement percentages and corresponding SRD predictive power. The more frequently endorsed items were not more SRD predictive. Although correlations between needs and SRD were found on 10 of the 53 items, allowing a forecasting efficiency of about 20 percent, further research needs to identify the extent to which knowledge of frequency and seriousness ratings, in addition to percentage endorsement of needs, can contribute to SRD and thereby serve as a starting point for community programming. (Author/BL)

DOCUMENT RESUME

ED 237 874 CG 017 129

Sylvan, Donna Landau
When Manager Not Sex Is Salient: A Limitation to Sex Stereotypes as Barriers to Women in Management.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Characteristics; *Equal Opportunities (Jobs); *Evaluation Criteria; *Females; *Managerial Occupations; Peer Evaluation; Sex Discrimination; *Sex Stereotypes

Although sex stereotypes have often been cited as barriers to women's entry into and advancement within management, few sex differences have actually been found on many important employment-related variables. To examine the extent to which sex stereotypes serve as barriers to women in management, 115 female and 110 male managers used the Descriptive Index, a 92-item adjective checklist, to rate one of seven possible targets: adult male; adult female; successful manager; unfamiliar manager, female or male; or familiar manager, female or male. Intraclass correlation coefficients (ICC) were used to measure the similarity of the characteristics assigned to the various targets. Results showed that ratings made by both male and female subjects of familiar and unfamiliar male and female managers were similar. Thus, it appears that categorization was based upon manager as the salient characteristic and not sex or degree of familiarity. In the condition involving men in general and women in general, sex seemed to be the characteristic used to categorize responses. The findings suggest that a separate categorization process is involved, such that when "manager" is salient, the characteristics attributed to the female manager are like those attributed to managers. When "sex" is salient, the characteristics attributed to the female target are like those assigned to women in general. (The appendices contain the adjective list and a six-item questionnaire measuring familiarity with the manager who was evaluated.) (JAC)

DOCUMENT RESUME

ED 237 889 CG 017 144

Dabbs, James M., Jr.; And Others
Grouptalk: An Investigation of Group Process.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Group Discussion; *Group Dynamics; Group Experience; *Group Unity; Higher Education; *Informal Leadership; *Interaction; Interaction Process Analysis; Interpersonal Communication; Interpersonal Relationship; Role Playing; Social Behavior; *Verbal Communication
IDENTIFIERS- Automatic Vocal Transaction Analyzer

Traditionally, group research has focused on outcome rather than process. In order to provide an efficient means of data collection and analysis in group process, the Automatic Vocal Transaction Analyzer (AVTA) system was developed to generate an objective chronography of conversation vocalizations, pauses, turntaking, switching, and interruptions. In order to investigate the group process using the AVTA, 100 undergraduates were divided into 20 five-member groups to discuss the "Desert Survival Problem," ranking the importance of 15 items to survival. Each group member's voice was individually recorded on one of five microphones that fed into a microcomputer system which monitored the on-off patterning of speech and silence for each person. After the discussions, subjects completed a questionnaire rating other group members and the group itself. Subsequently, the "grouptalk" parameters according to the AVTA were related to the individual ratings. An analysis of the results showed that individuals who talked more were likely to be rated higher on leadership and task performance but not particularly higher on likeability. Groups with a high amount of talking were rated high on "group spirit" but not on task performance. (Author/BL

DOCUMENT RESUME

ED 237 904 CG 017 160

Brown, Sandra A.
Expectancies vs. Background in the Prediction of Adult Drinking Patterns.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alcohol Education; Alcoholism; *Background; *Behavior Patterns; College Students; Demography; *Drinking; *Expectation; Higher Education; Need Gratification; *Predictor Variables; Reinforcement

Alcoholism research has independently focused on background characteristics and alcohol-related expectations, e.g., social and physical pleasure, reduced tension, and increased assertiveness, as important variables in identifying high risk individuals. To assess the utility of alcohol reinforcement expectations as predictors of drinking patterns, 321 male and female college students, aged 17-36, completed the Demographic Data Sheet, the Alcohol Expectancy Questionnaire, and the Customary Drinking Record. An analysis of the results showed that expectancies added to the predictive power of demographics in identifying drinking styles, especially for moderated-excessive and problematic drinkers. Ethnic background, age, generations in the United States and religiosity were the best demographic predictors, while relaxation/tension reduction was the single best expectancy related predictor. In subjects with reported heavy drinking patterns, expectancy of tension reduction was second only to the sex of the subject as a predictor. (BL)

DOCUMENT RESUME

ED 237 920 CG 400 186

Santa Maria Joint Junior High School Handbook. Student Behavior Code.

Santa Paula Elementary School District, Calif.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Attendance; *Behavior Standards; Codification; *Discipline Policy; Eligibility; Extra Curricular Activities; Junior High Schools; Parent School Relationship; *Student Behavior; Student Responsibility; Student Rights; *Student School Relationship

IDENTIFIERS- PF Project

Designed to be read by parents and children together, this handbook outlines the standards of behavior, discipline, attendance, and academics established at the Santa Maria Joint Union High School in California. Following a letter of introduction to parents, the student code is divided into four sections. Students' legal and educational rights are outlined in section 1 and their academic and financial responsibilities in section 2. In detailing the eligibility requirements for participation in extra-curricular activities (section 3), the handbook addresses the issues of grade point averages, citizenship, grades, and attendance. Details of the tardy and cutting class rules are provided. The final section explains major discipline policy for acts such as fighting, violations of the penal code, and misdemeanors and felonies. A chart summarizes school disciplinary action for the first, second, and third infractions of these rules. Suspension and expulsion policies are also described. This document was selected by the Association of California School Administration (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LP)

DOCUMENT RESUME

ED 237 936 CS 007 420

Duffy, Gerald G.; Ball, Deborah
Instructional Decision Making and Reading Teacher Effectiveness. Occasional Paper No. 69.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-OP-69
PUB DATE- Aug 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Research; *Decision Making; Elementary Education; Instructional Development; Literature Reviews; *Reading Instruction; *Reading Research; *Reading Teachers; Research Methodology; *Teacher Effectiveness; *Teacher Role

A review of the literature reveals little evidence that classroom decision making is an important component in teaching effectiveness. Studies investigating decision making before (preactive) and during (interactive) instruction indicate that teachers are preoccupied with activity flow and procedural concerns rather than with increasing student understanding. Three lines of reading research--teacher decisions about reading groups, teacher interruption behavior during children's reading, and teacher use of basal materials--also reveal little decision making behavior. These findings may indicate, however, not that teachers fail to make instructional decisions, but that research methodology lacks the sophistication to identify teacher decision making. Current research may make false assumptions about how teachers make use of knowledge, may fail to reflect the complexity of instruction itself, or may not understand teachers' limited control over instructional materials or practices. (MM)

DOCUMENT RESUME

ED 237 951 CS 007 438

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Cognitive Processes; Content Area Reading; Critical Reading; *Doctoral Dissertations; Readability; Reading Attitudes; *Reading Comprehension; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Research; Recall (Psychology); Schemata (Cognition); Secondary Education; Silent Reading; Student Attitudes; *Study Skills; Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) cognitive sophistication and story recall in early adolescence, (2) readability as an interactive process, (3) a sustained silent reading program with seventh and eighth grade students, (4) the effects of cognitive skills training using the cognitive process instruction method on reading comprehension skills, (5) training in the generative use of context to improve integrative processing skills, (6) the effects of critical reading or critical viewing instruction on critical thinking, (7) the effects of narrative schema training and practice in question generating on the reading comprehension of seventh grade students, (8) the impact of two teaching strategies on the reading improvement of high school students, (9) reading ability levels and differential program components of white males attending a vocational technical high school, (10) reading use in secondary school art classes in Colorado, (11) home economics teachers' perceptions and practices related to reading comprehension, and (12) the effect of schema organizers on ninth grade students' processing and retention of text. (FL)

DOCUMENT RESUME

ED 237 967 CS 007 459

Caster, Tonja Root
Computer-Assisted Instruction in Reading and Language Arts.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Comparative Analysis; *Computer Assisted Instruction; Elementary Education; Language Arts; *Reading Instruction; Reading Research; *Spelling Instruction; *Teacher Effectiveness; Teaching Methods; *Writing Instruction

A review was conducted of 16 research studies evaluating the effectiveness of computer assisted instruction (CAI) in teaching reading and language arts in the elementary school. The studies were of what K. A. Hall has termed "interactive instruction," which includes drill and practice as well as tutoring. Of the studies reviewed, 13 used at least one experimental (CAI) group and one control group. Of these, four evaluated CAI's effectiveness in teaching vocabulary or language, four the teaching of reading, three the teaching of spelling and reading, and two writing instruction. The three studies that did not use control groups evaluated the effectiveness of CAI projects concerned with the teaching of reading. Nearly all of the studies reviewed found that CAI not only was effective but was more effective than traditional methods for teaching reading, vocabulary, and language. Findings for the effectiveness of CAI in the teaching of writing and spelling, however, were mixed. (An extensive reference list is appended.) (Author/FL)

DOCUMENT RESUME

ED 237 983 CS 207 766

Caspari, Genevieve G.

The Impatient Press: Placing Black Newspapers in the Ideologies of Black Progress.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTIONS- *Black Businesses; Black Community; Black Culture; *Black History; *Diffusion (Communication); Journalism; Mass Media; News Media; *Newspapers; Racial Identification; Social Problems
IDENTIFIERS- *Journalism History; *Media Role

Unlike its white counterpart, the black press has historically exceeded its role of information source. Specialized black media were founded to decry racial conflict and gain civil rights. Only rarely, and secondarily, have black papers achieved commercial success. The purposes of black papers have changed with the society they serve. Ideologies evidenced in "Freedom's Journal," for example, were pro-abolition and anti-colonization; they acquiesced in certain aspects of the status quo and promoted self-improvement strategies among blacks. These ideologies are still seen in the contemporary black press along with a continued militance. Today, however, emphasis is on black heritage and news of African nations. Idealogical differences among black leaders across time can also be linked to the black press. For the vast majority of American blacks living in inner cities, the general media still fail to provide either sufficient black news or a black perspective on the news. That failure explains the development and continued significance of black newspapers. It also explains why the black press can be expected to take a path apart from the general media, as it has throughout black history. (HOD)

DOCUMENT RESUME

ED 237 999 CS 208 031

McCleary, William J.
Beyond Critical Thinking: Teaching Students to Use Their Knowledge in Academic Writing.
PUB DATE- 13 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; Content Area Writing; Critical Thinking; *Deduction; *Expository Writing; Higher Education; Logical Thinking; *Persuasive Discourse; Prewriting; *Teaching Methods; Two Year Colleges; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Case Histories

The case approach to academic writing requires a student to use subjects in an active way while writing. This approach, appropriate in content courses as well as in composition classes, improves a writer's logic more quickly and effectively than concentrating on logic alone. In the case approach, a student is given a body of information about a case and told to "interpret" the evidence on the basis of the contents of the textbook. Focusing on the "contents" of a deductive argument rather than the rules of deduction, the writer combines three basic kinds of content--evidence, rules of interpretation, and definitions--to create a sound deductive argument. When using this approach, teachers may wish to follow these procedures: (1) provide a specific outline; (2) introduce a heuristic procedure to help a student develop arguments; (3) present model essays to read and discuss; (4) provide opportunity for practice, in the form of ungraded essays; (5) spend a month on the unit to move from fictional to real cases; and (6) provide handouts and exercises. Additional considerations in using this method include the level of student knowledge, the difficulty and ambiguity of the process, and the difficulty of finding readable materials to show students that real people use deductive discourse in practical situations. (Sample cases, assignments, and an essay are included.) (HTH)

DOCUMENT RESUME

ED 238 014 CS 208 052

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Child Language; Cohesion (Written Composition); Comprehension; Computer Oriented Programs; *Doctoral Dissertations; Early Childhood Education; Elementary Secondary Education; English; *Figurative Language; Higher Education; *Language Acquisition; *Language Research; *Language Skills; Language Usage; Logical Thinking; *Oral Language; Phonology; Punctuation; Television Commercials; Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) instructional strategies in teaching synonyms, antonyms, classification, paraphrasing, and locating a main idea; (2) formal aspects of metaphor; (3) linguistic and logical training; (4) comprehension of explicit and implicit conjunction; (5) linguistic cohesion in texts; (6) the routinization of gender presuppositions in ordinary language; (7) identification and discrimination of synthetic speech sounds by children with varying phonics skills; (8) online processing of the figurative and literal meanings of metaphorical sentences; (9) children's use of plural allomorphs in familiar and unfamiliar settings; (10) the computer in literary and linguistic studies; (11) cohesion in student narratives; (12) children's production and perception of English voiceless fricatives; (13) the development of word meaning in the school aged child; (14) moric phonology; (15) semantic and stylistic variations in language on perceptions of social influence characteristics; and (16) two methodologies for enhancing the syntactic maturity of community college students. (HOD)

DOCUMENT RESUME

ED 238 030 CS 504 218

Cheney, Carl K.
Speaking Successfully.
PUB DATE- 1 May 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audience Analysis; Guidelines; *Planning; *Public Speaking; *Speeches; Speech Skills
IDENTIFIERS- Outlining; PF Project; *Speech Writing

The steps which should be followed in planning, preparing, and giving a presentation are: (1) start planning immediately; (2) establish realistic objectives emphasizing desired results; (3) analyze the audience and the context of the presentation; (4) prepare a preliminary plan to help in selecting and organizing material including topic, objective, audience, key ideas, and supporting detail; (5) prepare a rough outline divided into introduction, body, and conclusion; (6) review the outline with someone else; (7) dry run the presentation with the edited rough outline, using only brief notes; (8) do the final editing of the outline, prepare final visual aids, and rehearse the final version; (9) keep the presentation simple, straightforward, and brief; and (10) take advantage of questions and discussion to increase impact. This document includes a worksheet for preparing the outline. (DC)

ED 237 630 CE 032 099

Wright, Jeannie; And Others
Creative Options for Children of the Eighties. Reducing Stereotyping in Career Education K-6. A Manual to Assist the Classroom Teacher.
Maine School Administrative District 15, Gray.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Office of Career Education
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Attitude Change; *Career Awareness; *Career Choice; Career Development; *Career Education; Disabilities; Educational Resources; Education Work Relationship; Elementary Education; Equal Opportunities (Jobs); Exceptional Persons; Learning Activities; Nontraditional Occupations; Occupational Information; Role Perception; Self Evaluation (Individuals); Sex Bias; Sex Fairness; Sex Role; Sex Stereotypes; *Stereotypes; *Student Attitudes; Transparencies
IDENTIFIERS- Maine

This idea book is an activity guide prepared for teachers of grades K-6. The activities are designed to assist elementary teachers in providing students with a greater awareness and understanding of how bias and stereotyping affect career choice. Since most biased and stereotypic behaviors are learned during early childhood, activities are aimed at combatting this problem. Section 1 contains specific goal statements for each grade level, with appropriate activities. Activities are coded as either "brief" (requiring 15-25 minutes) or "extended" (requiring several 20 minute lessons throughout the week). Information given for each activity includes materials needed, procedures, related activities, and suggestions for subjects into which the activity could be infused. The concepts of the activities are presented in a logical sequence. Some of the activities include family circles, cleaning, pantomime of jobs, spin a web, people's choice, career pockets, colonial coins, assembly line production, lifestyle surveys, and mock jobs. The second section of the guide contains transparency masters keyed to the activities, lists of job clusters, job titles, sources of information on handicapped persons, a bibliography, and bulletin board ideas. (KC)

ED 237 644 CE 037 331

Ridley, Dennis R.; And Others
Guide to Vocational Education Materials and Practices.
Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0419
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Agricultural Education; Allied Health Occupations Education; Basic Skills; Business Education; Citations (References); Classroom Techniques; Competence; Computer Oriented Programs; Cooperative Education; Curriculum Development; Curriculum Guides; Curriculum Research; Distributive Education; *Educational Resources; Home Economics; Industrial Arts; Information Dissemination; Instructional Development; Instructional Improvement; *Instructional Materials; Learning Activities; Marketing; *Media Selection; Office Occupations Education; *Program Improvement, Secondary Education; Teaching Methods; Units of Study; *Vocational Education

This guide was designed to help vocational education supervisors to link existing resources for program improvement with actual teacher practice. The guide has two general purposes. First, it provides information relating to the special resources available and the challenges faced by vocational education teachers. Second, it helps in four problem areas that are of broad interest to teachers and administrators: (1) how to locate instructional products fitting a perceived need; (2) how to select the best products available; (3) how to choose among alternative ways those products might be disseminated to constituents; and (4) how to help ensure that the products are used most effectively. The guide is organized in four parts. Part 1 contains general information on how to use the guide, how to find instructional products, and how to disseminate instructional products. In part 2, general resources are listed by major curriculum areas and by state. The third part of the guide contains resources and references by the following program and topic areas: agriculture and agribusiness education, business and office occupations education, health occupations education, home economics education, industrial arts education, marketing and distributive education, technical education, trade and industrial education, basic academic skills, competency testing, computer applications, cooperative education, and instructional technology. The final part contains sample organizational abstracts providing information on organizations that are national or of interest to many program areas. These abstracts list the major functions, vocational areas, description, major products, and contact information. (KC)

ED 237 672 CE 037 593

Anderson, D. S.; Blakers, C.
National Clearinghouse on Transition from School. Newsletter Part 1 and Part 2. Vol. 2. No. 4.
Australian National Univ., Canberra. National Clearinghouse on Transition from School.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; Dropout Prevention; Educational Needs; *Educational Policy; *Educational Research; *Education Work Relationship; *Government Role; Labor Market; Part Time Employment; Policy Formation; Postsecondary Education; Research Reports; Secondary Education; Sex Discrimination; Unemployment; *Youth Employment
IDENTIFIERS- Japan; *United Kingdom

This newsletter contains articles, policy statements, and reports of research concerning the transition from school to work as well as youth education issues, especially in the United Kingdom. This issue of the journal is organized into two parts. Part 1 contains reports on research projects on student retention in a forest farm community project, post-compulsory schooling, the Asian Program of Educational Innovation for Development, and the International Institute for Educational Planning. Articles concern school enrollment, sex discrimination legislation, the why and how of education, and the youth training scheme in the United Kingdom. Perspectives are given on the Bodhi Farm and on permanent part-time work; and the Anderson and Blakers book "Youth, Transition and Social Research" is reviewed. A new series of summaries is introduced with summaries of government position papers on youth policies and school attendance, while the fourth issue in the "Looking at Other Countries" series focuses on the school to work transition in Japan. The second part of the journal contains two sections, one on research of labor markets and young people as well as a review paper about inequalities in access to postsecondary education. Information about the clearinghouse is included in the document. (KC)

ED 237 686 CE 037 636

Frazier, Don; Stone, Sheila
Barriers to Student Completion of Vocational Programs. Final Report.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Dropout Attitudes; *Dropout Prevention; High Schools; High School Students; *Program Improvement; Scheduling; *School Schedules; Student Attitudes; *Vocational Education
IDENTIFIERS- Oklahoma

The purpose of this study was to identify the barriers that deter students from completing a vocational program in Oklahoma high schools. The 2,173 program leavers and 1,000 school leavers who were in vocational education as eleventh graders during the 1981-82 school year were chosen as a representative sample and were surveyed to ascertain the one most important reason they were no longer in the vocational program. Survey instruments were mailed only to the students whose home addresses were known resulting in returns from 53 percent of the 505 surveyed students identified as program leavers and 29 percent of the 363 surveyed school leavers. The barriers to program completion most often cited by program leavers were personal reasons, especially (for females) "getting married" or (for males) "got a job." Other reasons for noncompletion included "didn't like the teacher," "class didn't train for jobs I am interested in," and "didn't like school." Since the administrative process of scheduling students into classes they want and need is the biggest barrier to completion of a vocational program, it was recommended that school administrators test innovative ways to schedule classes. One way would be to set a three- or four-year plan of study for entering high school students. Efforts to allow students to enroll in their first choice of courses and to receive challenging instruction also should be increased. In addition, the study recommended that schools look into the educational effects of high school seniors taking only enough courses to graduate. The study noted that the student records on program leavers and school leavers were often incorrect. An executive summary and 23

statistical tables are included. (KC)

ED 237 700 CE 037 693

Understanding Career Choices. Grade 8. Revised.

Frederick County Board of Education, Md.
PUB DATE- 83
AVAILABLE FROM- Coordinator of Career Education, Board of Education of Frederick County, 115 East Church Street, Frederick, MD 21701 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Career Choice; *Career Education; Career Exploration; *Career Planning; *Decision Making; Educational Opportunities; *Employment Opportunities; Employment Potential; Grade 8, Guidelines; Individual Characteristics; Interdisciplinary Approach; Interest Inventories; Job Skills; Junior High Schools; Lesson Plans; Microcomputers; Nontraditional Occupations; Postsecondary Education; Resources; Self Evaluation (Individuals); Student Educational Objectives; Teaching Methods; Time Management; Vocational Adjustment; *Vocational Interests; Work Environment
IDENTIFIERS- Career Centers; Coordinated Occupational Information Network; Frederick Courts Middle School MD; Job Shadowing

This curriculum guide contains materials for use in implementing a nine-week introductory unit designed to help eighth grade students in Frederick Courts Middle School understand career choices. Addressed in the course are the following topics: resources typically found in a career center, assessing individual interests, career clusters, the decision-making process, the Coordinated Occupational Information Network (COIN) Survey, nontraditional job roles, microcomputers and career exploration, interest surveys and career exploration, student hands-on experience with career center resource materials, individual research and integrated activities, orientation to high school educational plans, post-high school training, time management, appropriate school and work behaviors, qualities employers look for, and local employer and job opportunities. A course calendar, student career plan criteria, course objectives, and a parent letter are provided in the first section. The major portion of the guide consists of detailed lesson plans for each of the 45 days of the course that include lists of objectives, activities, and resources as well as all the sample forms, student worksheets, information sheets, and handouts necessary to present the lesson. (MN)

ED 237 714 CE 037 716

Myer, Donna Foster
Health Promotion Seminar. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.
Baptist Coll. at Charleston, SC.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Alcohol Education; *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Behavior Change; Classroom Techniques; Core Curriculum; Diseases; Drug Abuse; Drug Education; Exercise; *Family Health; Food; Guidelines; *Health Education; Health Personnel; *Health Programs; Higher Education; Home Health Aides; Hygiene; Instructional Materials; Learning Activities; Obesity; Paraprofessional Personnel; Physical Fitness; Program Design; Program Development; Program Implementation; Resource Units; Rural Areas; *Rural Education; *Seminars; Stress Management; Student Evaluation; Teaching Methods
IDENTIFIERS- Stress (Biological)

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with conducting a health promotion seminar. Covered in the first section of the guide are the role of a health care promotion seminar in rural health promotional training, general objectives and recommendations for instructors, and references and suggested course texts. A series of unit overviews dealing with the following topics is provided: health, illness, and wellness; health hazard appraisals; self-directed change; facilitating change; health change agents; stress and illness; exercise and fitness fitness programs; new eating patterns; patterns of misusing food, drugs, and alcohol; drug abstinence; and health behavior change. Each unit contains general and specific objectives; a topic outline; and seminar ideas, resource notes, and approaches and activities. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

ED 237 728 CE 037 737

Oversight of the Vocational Rehabilitation Act and the Education of the Handicapped Act, 1983. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on Oversight o Reauthorization of the Vocational Rehabilitation Act and the Education of the Handicapped Act (February 24, March 21 and 23, 1983). S.Hrg. 98-328.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Federal Legislation; Hearings; Minority Groups; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement; *Vocational Rehabilitation
IDENTIFIERS- Congress 98th; Education of the Handicapped Act 1983; Reauthorization Legislation; Vocational Rehabilitation Act 1983

This document, a transcript of a series of Congressional hearings, considers the reauthorization of the Vocational Rehabilitation Act and the Education of the Handicapped Act. The hearings were designed to assess the effectiveness of existing programs and to seek ways to ensure their continued success in the future. Testimony and prepared reports were given by 85 witnesses, support personnel, and organizations. The witnesses represented federal, state, and local governmental agencies and organizations that serve handicapped and displaced workers, including those serving minority groups such as American Indians. The witnesses described the programs provided by their agencies, their successes, and those programs that have not been as effective. They also asked for increased funding for their programs that are funded under the acts and suggested ways that various titles of the acts could be improved. (KC)

ED 237 742 CE 037 758

Halasz, Ida M.
Relating Student Time on Task to Teacher Behaviors and Classroom Variables in Secondary and Postsecondary Vocational Education.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Change Strategies; *Classroom Environment; Classroom Observation Techniques; Classroom Technique Comparative Analysis; Educational Research; *Evaluation Criteria; Guidelines; Lesson Observation Criteria; Literature Reviews; Postsecondary Education; Program Development; Program Effectivenes Program Evaluation; Program Implementation; Program Improvement; Research Design; Research Methodology; Research Projects; Secondar Education; Student Behavior; *Teacher Behavior; *Teacher Evaluatio Teacher Improvement; *Time on Task; *Vocational Education; Vocational Education Teachers

A three-year project was undertaken by the National Center for research in Vocational Education (Ohio State University, OH) to investigate time on task in vocational and technical classes. Durin the first year of the project, researchers used the direct observation method to collect time-on-task data pertaining to 10 teachers and 186 students in 10 secondary classes in comprehensive and area vocational schools located in four geographic sites. In th second year of the study, the researchers observed the activities o 152 secondary and 328 postsecondary students enrolled in 9 secondar and 16 postsecondary vocational classes. Based on these observations, a series of recommendations aimed at secondary and postsecondary vocational teachers was formulated to help these teachers improve their approach to increasing student time-on-task. Included among these recommendations were calls for teachers to ensure that other students are on task when using one-to-one instruction, to decrease time for breaks and interruptions of individual students, to encourage student independence, and to serv as a role model. The focus of the third year of the time-on-task study is on the development of guidelines for incorporating time-on-task criteria in vocational programs and teacher evaluations. (Appended to this report are a comparison of 20

time-on-task studies and two observation guides.) (MN)

ED 237 756 CE 037 795

Clark, Virginia
Teaching Mainstreamed Learners. A Module for Assisting Vocational Teachers in Meeting the Needs of Handicapped Students.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accessibility (for Disabled); Access to Education; *Classroom Techniques; Cognitive Style; *Disabilities; Educational Needs; Educational Resources; Emotional Disturbances; Equal Education; Individualized Education Programs; Learning Activities; Learning Modules; Legislation; Lesson Plans; *Mainstreaming; Normalization (Handicapped); Physical Disabilities; Postsecondary Education; Secondary Education; *Student Evaluation; Teacher Attitudes; *Teaching Methods; Units of Study; Vocabulary; *Vocational Education; Vocational Education Teachers

This module is designed to assist vocational teachers in meeting the needs of mainstreamed handicapped learners. It may be used by the teacher as a resource and guide, or the information and activities may be adapted for use with vocational education students or preservice teachers. The module consists of three sections. The first section defines mainstreaming and its implications for vocational educators, and it examines the recent history of mainstreaming in vocational education, including legislation pertaining to handicapped persons. The second section explores ways that a vocational educator can modify instructional strategies to provide for the individual needs of students with handicaps. Learning styles as well as physical and affective disabilities are discussed. Section 3 provides methods that vocational educators can use to evaluate the classroom progress of students with handicaps. A glossary of terms commonly used when discussing mainstreaming of handicapped learners is provided. The guide also contains a resource section with lists of agencies and organizations, literature, and audiovisual aids available for help with mainstreaming students. In addition, the module contains an attitude assessment sheet to allow users to evaluate their present feelings about handicapped persons before using the module. (KC)

ED 237 769 CE 037 812

Extend the Vocational Education Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. Ninety-Eighth Congress, First Session on H.R. 14 (March 17, May 18, and June 14, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Benefits; Educational Finance; *Educational Legislation; *Educational Needs; Educational Objectives; Educational Policy; Educational Practices; Education Work Relationship; *Federal Legislation; Financial Needs; *Financial Support; Job Training; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Vocational Education
IDENTIFIERS- *Vocational Education Act 1963

These Congressional hearings contain testimony pertaining to the extension of the Vocational Education Act of 1963. Included among those agencies and organizations represented at the hearings were the following: Texas Tech University; the American Federation of Teachers; the West Virginia Department of Education; the National Association of State Boards of Education; the International Union of Operating Engineers; the National Association of Large City Directors of Vocational Education; Ford Vocational and Technical Center in Westland, Michigan; the Council of Chief State School Officers; the National Association of State Directors of Vocational Education; the American Vocational Association; the National School Boards Association; Eastern Kentucky University; the National Education Association; the United Brotherhood of Carpenters and Joiners of America; the Coalition for Professional Organizations Concerned with Vocational Home Economics Education; the American Home Sewing Association; and the Washington State Advisory Council on Vocational Education. (MN)

ED 237 783 CE 800 004

Vocational-Career Assessment Instruments Reference Handbook.
Educational Improvement Center-Central, Princeton, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Aptitude Tests; Career Choice; Career Guidance; Catalogs; *Interest Inventories; Occupational Tests; Scoring; Test Format; Testing; Test Selection; *Vocational Aptitude; Vocational Evaluation; *Vocational Interests
IDENTIFIERS- PF Project

Designed to provide information about the Vocational Career Assessment Instruments Collection maintained at the New Jersey Occupational/Consumer Resource Center, this handbook contains a complete listing of the instruments in the test collection, a descriptive summary information sheet for each test, a list of test publisher information, and a reference bibliography of books and other materials on testing that are available at the resource center. Information regarding appropriate test use and advice on test selection and administration is also included. The test collection includes 40 of the most widely used vocational and career assessment instruments. The summary information sheet for each test provides: (1) name of the instrument; (2) author; (3) a brief description; (4) grade/age level; (5) method of administration; (6) scoring information; (7) publisher's name and address; and (8) additional comments such as where reviews of the test can be located. (DC)

ED 237 799 CE 800 053

Eabon, Michelle F.
Career Development in the Work Place. Overview: ERIC Fact Sheet No. 11.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Adult Development; Business; *Career Development; *Employees; Employer Attitudes; *Employer Employee Relationship; *Improvement Programs; Industry; Job Performance; Job Satisfaction; Program Descriptions; Resource Materials; Surveys
IDENTIFIERS- ERIC; Fact Sheets; PF Project

Changes in the composition and attitudes of the work force have resulted in increased interest by employers in formulating and implementing career development efforts for their employees. Surveys have revealed: companies believe that career development efforts enhance employee performance and improve utilization of talents; most organizations have some sort of career development activity and it is receiving increased attention; there is little agreement about how to make programs operational; and research has generally not preceded development and implementation. Research into the psychology of adult development can be applied to career development as well. By utilizing the process of adult development, individuals can be encouraged to achieve their full career potential, thereby benefiting both the individual and the organization. Current approaches to career development involve: (1) individual career planning and counseling; (2) assessment; (3) career information services; (4) organizational career planning; (5) training and development; and (6) approaches aimed at special populations. Although much variety exists in these practices, it is clear that career development endeavors are significant undertakings in a rapidly increasing number of work settings. This fact sheet includes a bibliography of three resources, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

Kendall, Elizabeth L.; Chenoweth, Roberta

Do You Read Me? Service Supplement: Reading Development Activities Guide.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Content Area Reading; Food Service; Health Occupations; Hospitality Occupations; Learning Activities; Occupational Home Economics; *Prevocational Education; Public Service Occupations; Puzzles; Reading Comprehension; *Reading Games; *Reading Improvement; *Reading Skills; Secondary Education; *Service Occupations; Vocabulary Skills; *Vocational Education; Word Recognition
IDENTIFIERS- PF Project

This activity guide is one of four supplements to be used with "Do You Read Me? Prevocational-Vocational Reading Development Activities" (ED 210 454). Each supplement deals with a different occupational category. Games, puzzles, and other activities are offered to aid in developing the word recognition, vocabulary, and comprehension skills of students in prevocational and vocational education. The subject of this supplement is service occupations. Activities are presented for the following occupational areas: (1) consumer and homemaking (child care, clothing and textiles, foods and nutrition, and housing); (2) health; (3) hospitality (food service, hotels and lodging); (4) personal service; and (5) public service (education, government service, police, and social service). Master vocabulary lists for each of the occupational areas and answer keys for the activities are appended. (DC)

ED 237 844 CG 017 098

Miller, Judith Droitcour; And Others

National Survey on Drug Abuse: Main Findings 1982.

Response Analysis Corp., Princeton, N.J.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-83-1263
PUB DATE- 83
CONTRACT- NIDA-271-81-1702
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adolescents; *Adults; Alcoholic Beverages; *Drug Abuse; Marihuana; Narcotics; National Surveys; Sedatives; Stimulants; Tobacco; *Young Adults

This 1982 national survey on drug abuse is the seventh in a series of surveys since 1971 sponsored by the National Institute on Drug Abuse. To investigate the current prevalence of drug abuse in a nationwide sample, 5,624 randomly selected Americans (aged 12 and older) were personally interviewed in their homes using a specially designed answer sheet to assure privacy. An analysis of the results showed a reversal of the upward trends in drug abuse charted in surveys through the 1970's. The use of marijuana among youths (12-17) and young adults (18-25) has leveled off and has significantly declined in the percentage of persons who currently use marijuana, alcohol, narcotics, and tobacco. In the older adult population (26 and older), lifetime use of marijuana and narcotics increased between 1979 and 1982 and current use did not decrease; this trend reflects the fact that drug users in the early 1970s have now moved into a different demographic group. Older adults continued to show a decline in the use of tobacco. Persons who have tried hallucinogens, cocaine or heroin are a subset of those who have tried marijuana. Levels of drug use opportunity remained high with a majority of adolescents and young adults and 41 percent of persons aged 26 and older reporting the availability of the drug if they desired to use it. Similarly, a majority of young adults reported the availability of cocaine. (Numerous tables present the data. The survey questionnaire is appended.) (BL)

ED 237 860 CG 017 115

Lambert, Dorinda J.
Interventions for Dealing with Resistance.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at " (150)
DESCRIPTIONS- Behavior Change; *Behavior Modification; Change Strategies; Counseling Techniques; Emotional Response; *Hypnosis; *Intervention; *Psychological Patterns
IDENTIFIERS- *Psychoanalytic Theory; *Resistance (Psychology)

Basic intervention strategies for dealing with client resistance include psychoanalytic, learning/behavioral, and hypnotic/paradoxical. Psychoanalytic theory views resistance as a way to avoid the anxiety aroused by increasing awareness of unconscious materials and vulnerable areas in the person's life. Resistance is dealt with after it has occurred by confronting it through interpretation. The learning/behavioral approaches attempt to prevent the development of resistance by altering the format of information presented, by structuring the treatment using behavioral techniques, or by emphasizing client control in treatment planning. Hypnotic/paradoxical approaches are used either before or after resistance is evident. The client's resistance is used both directly (consciously) and indirectly (unconsciously) to facilitate change. Since the hypnotic/paradoxical approaches are relatively recent methods, theory development and effectiveness research are still needed. (Author/BL)

ED 237 875 CG 017 130

Leon, Irving G.
Seeking Mental Health Care: Multivariate Analysis of a National Survey.
PUB DATE- 26 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Emotional Disturbances; Mental Health Programs; Motivation; National Surveys; *Predictor Variables; Psychological Needs; *Psychological Patterns; *Psychological Services; *Social Behavior; Social Networks; Social Support Groups
IDENTIFIERS- *Help Seeking; *Situational Variables

Most studies investigating the decision to seek mental health care have focused on socio-demographic differences in health utilization behavior rather than psychological variables. To evaluate three psychological explanations of help-seeking behavior, i.e., the health belief model, the socio-cultural perspective, and an ego psychological approach, a national survey of 2,264 adults, representative of the American population on major socio-demographic characteristics, were interviewed in depth about their sense of well-being and their help-seeking behavior. The data were coded into over 50 independent variables representing five conceptually distinct psychological categories, i.e., distress, intrapsychic measures, help-seeking variables, resources, and values. Analysis of results showed that the health belief model seemed to account best for the decision to seek formal help, based on perceived impaired functioning. Seeking mental health care rather than other kinds of formal help was best predicted by the social network factors of the socio-cultural perspective, suggesting that situational factors, particularly those related to the help-seeking process, play a much more important role than enduring, internalized dispositions and reported distress. Multivariate psychological models of seeking formal help and mental health care developed in the total population effectively explain help-seeking behavior in samples stratified by sex, age, and educational level. (JAC)

ED 237 890 CG 017 145

Robinson, Elizabeth A.
Treatment of Conduct Disorders in Childhood: A Comparative Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD
PUB DATE- Aug 83
GRANT- NIMH-MH-34279
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Modification; *Behavior Problems; *Contingenc Management; *Counseling Effectiveness; Counseling Techniques; Early Childhood Education; *Family Counseling; Intervention; *Parent Chil Relationship; Reinforcement; *Young Children

Children evidencing conduct disorders comprise the bulk of clinica referrals. Longitudinal studies have found that the prognosis for these children is poor in that the majority exhibit antisocial behavior in adulthood. In order to compare two methods of treatment, relationship-based and contingency management, 53 children (33 boys, 20 girls), aged 4-7, who had been referred to a community mental health clinic for conduct disorders were assigned either to relationship-based treatment, contingency management, or to a waiting list. Pretreatment assessment included parental interview, personality and IQ testing, and home observations. Posttreatment assessment included home observations and feedback measures. Throughout the study the Dyadic Parent Child Interaction Coding System (DPICS) was used to monitor child deviance and noncompliance. In both treatment conditions, families were seen individually for seven or more videotaped sessions. Relationship-based training consisted of teaching the parents interaction skills in regard to play, prosocial behavior and social reinforcement. Contingency management training consisted of identifying and changing deviant behavior through point charts, homework assignments, and rewards. According to parent report measures both treatment groups improved relative to the control group. However, home observations revealed that only children assigned to the relationship-based approach significantly decreased deviance and noncompliance, which may be due to an emphasis on coaching parents in the use of social reinforcement. (BL)

ED 237 905 CG 017 161

Brown, Sandra A.

Topography of Drinking and Reinforcement from Alcohol.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Affective Behavior; *Alcoholism; *Behavior Patterns; Cognitive Processes; Drinking; *Expectation; *Reinforcement; Social Behavior; *Social Environment

Affective and physiolcgical responses, interpersonal interaction, and alcohol consumption have been significantly correlated with cognitive factors in defining the behavioral effects of alcohol. To investigate alcohol reinforcement expectancies at the abusive end of the drinking continuum, 305 male and female adult alcoholics enrolled in alcohol treatment programs completed the Alcohol Expectancy Questionnaire, the Demographic Data Sheet, and the Customary Drinking Record. An analysis of the results showed that the reinforcing experiences expected from alcohol varied significantly with the topography of habitual drinking. Both the quantity/frequency of consumption and the social/physical context of drinking were related differentially to the expectancy patterns of alcoholics in a fashion which cannot be solely attributed to the pharmacologic effects of the drug. Specifically, individuals who drank in either a socially or physically impersonal context were more likely to attribute strong reinforcement characteristics to alcohol, while alcoholics who habitually drank at home or in the context of family members viewed alcohol in less positive terms. Those alcoholics limiting their consumption either to a maximum of four days per week or daily drinking in small quantities continued to view alcohol as possessing the strongest reinforcement properties. (BL)

ED 237 937 CS 007 421

Bowman, Harry L.; Kerr, Norman J.
Reading Comprehension and Related Characteristics of U.S. Navy Recruits: A Twelve-Month Description.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aptitude Tests; Educational Experience; Education Work Relationship; High School Graduates; Personnel Needs; *Reading Achievement; *Reading Comprehension; Reading Research
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Gates MacGinitie Reading Tests; *Navy

A study investigated the relationships among educationally related characteristics and month of service entry for 77,347 Navy recruits who entered the Navy between June 1982 and May 1933. Data were obtained from monthly Computer Managed Instruction (CMI) reports on Navy recruit characteristics and performance on the Gates-MacGinitie Reading Comprehension Test and the Armed Services Vocational Aptitude Battery. In addition to indicating that the typical Navy recruit had completed almost 12 years of school, the results suggested that aptitude did not vary in any consistent pattern among recruits with reading grade level (RGL) scores below 6.0, but seemed to show a pattern among recruits with reading grade scores above 6.0. Findings also showed score differences among recruits with RGL scores below 6.0 when classified by high school graduation status and month of entry into the Navy. Higher percentages of the recruits who scored below 6.0 on the RGL were high school graduates in the earlier and later months of the test period than in middle months. A higher proportion of the composite group of high school graduate recruits scored below the 6.0 RGL than was found in the composite group of nonhigh school graduate recruits. The study indicates that recruits who enter the Navy in different months of the year are likely to vary on some important factors, and that personnel need to plan for adjustments in the requirements for resources as the recruit population changes throughout the year. (HTH)

ED 237 952 CS 007 439

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Adult Education; Adults; Annotated Bibliographies; Cognitive Processes; College Students; Comparative Analysis; *Content Area Reading; *Developmental Programs; *Doctoral Dissertations; Higher Education; Prisoners; *Reading Achievement; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Research; Reading Skills; Study Skills; Teaching Methods; Two Year Colleges

IDENTIFIERS- Piagetian Theory

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the effects of cognitive strategy training on reading achievement and Piagetian cognitive level among high risk college freshmen; (2) the impact of a college reading program on grades, units completed, and college retention; (3) the relative effectiveness of general versus specific reading or study skills instruction on achievement in a history survey course; (4) the sensitivity of seven commercial adult reading materials to adult learning principles and reading needs; (5) predictors of academic success for adult learners; (6) the relationship between prose connectives and the reading comprehension of community college students; (7) the effect of three study methods on the comprehension, reading, and rate gains of college students; (8) literacy and social self-concept; (9) the auditory, language, and metacognitive abilities of skilled and deficient readers; (10) self-questioning for college developmental reading students; (11) good and poor readers in an adult, incarcerated population; and (12) reading instruction practices in content areas at community and junior colleges in Alabama. (MM)

ED 237 968 CS 007 461

Kapinus, Barbara; Haynes, Jacqueline A.
Effects of Prior Knowledge, Text-Order and Underlining on Recall of

Information From Text.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Area Reading; Grade 8; Junior High Schools; *Prior Learning; *Reading Comprehension; Reading Processes; *Readin Research; *Recall (Psychology); *Retention (Psychology); Study Skil
IDENTIFIERS- *Text Structure; *Underlining

A study investigated the effect of underlining, naturally occurrin prior knowledge, induced prior knowledge, and placement order of text information on students' immediate and delayed recall of unfamiliar text. Two reading passages of approximately 800 words were generated on the topic of computers, each with sections of information judged familiar and unfamiliar to students. Subjects from a pool of 400 grade 8 students were assigned to treatment conditions of prior knowledge inducement or no-inducement and underlining or no-underlining. Before reading the passages on computers, the induced prior knowledge group was directed to take notes during a lecture on computers, while the no-induced prior knowledge group took notes on an unrelated lecture. Immediately following and one week after reading the passage, students were administered open ended and multiple choice questions. Test results from 108 subjects in the underlining and nonunderlining groups were compared and underlining analysis was done on 66 subjects. Results showed no significant differences between the underlining and no-underlining groups on any of the measures. The absence of significant results supports the notion that process by which prior knowledge, text, and text processing strategies interact and affect the learning of new information from text is indeed complex and worthy of continued scrutiny. (HTH)

ED 237 984 CS 207 819

Capo, James A.
Limitations in the Traditional Code of Journalistic Responsibility.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDPS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Codes of Ethics; Communication (Thought Transfer); *Cooperation; *Mass Media Effects; Media Research; News Media; *News Reporting; *Television
IDENTIFIERS- Audience Awareness; Dewey (John); *Watergate

Objectivity, truth, freedom, and social responsibility--key principles in contemporary media ethics--fail to provide a practical, coherent code for responsible journalism. During the initial television coverage of Watergate on June 19, 1972, for example, the three television networks all observed these standards in their reporting, yet presented very different interpretations of Watergate, political leaders, the political process, and--implicitly--the appropriate responses of viewers to the incident. In addition, they failed to raise questions about the significant issues at stake and presented inadequate terms for understanding Watergate. A fifth and paramount tenet--cooperative interchange--is needed to effectively implement the other principles. Based on John Dewey's theory of mass communication, cooperative interchange assumes that objectivity, truth, freedom, and social responsibility are ethical only to the extent that they enhance community empathy and foresight. Applied to Watergate, this principle would have ensured that news coverage concentrated less on personalities and more on the larger impact on the national community's values and choices. (MM)

ED 238 000 CS 208 032

Thompson, Janet R.
An Evaluative Comparison of Language Arts Achievement Subtests and Language Arts Textbook Series.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; Comparative Analysis; Content Analysis; *Educational Research; Elementary Secondary Education; *Language Arts; *Language Skills; Test Items; Test Reviews; *Textbook Content; *Textbook Research; Writing Skills

An examination was made of a representative sample of language arts subtests on achievement test batteries and language arts textbooks to assess the skills tested and determine the material included in the instructional sequence. The four achievement test batteries were the California Achievement Tests, the Comprehesive Test of Basic Skills, the Iowa Test of Basic Skills, and the Stanford Achievement Test. The language arts series included "Patterns of Language" (American Book Company), "Language for Daily Use" (Harcourt, Brace and Jovanovich), and "Language Basic Plus" (Harper and Row). Among the findings were the following: (1) tests actually tested a small number of skills and few of those were directly related to writing skills; (2) test exercises were structured so as to rely heavily on contextual clues, thus testing students' reading abilities, not their ability to manipulate language; (3) large portions of the tests were given to testing mechanics; (4) the largest number of activities in the textbook series related to grammar and usage, while the next stressed area involved vocabulary and oral language skills; (5) writing was one of the least emphasized skills in the textbook series; and (6) in two of the three text series, the number of writing activities decreased as the grade level increased. (HOD)

ED 238 015 CS 208 053

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Advertising; Annotated Bibliographies; *Court Litigation; *Doctoral Dissertations; *Freedom of Speech; *Journalism; Mass Media Effects; *Media Research; News Media; *Newspapers
IDENTIFIERS- First Amendment

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) the Supreme Court and the limits of the First Amendment in "Zurcher v. Stanford Daily"; (2) the radical journalist, I. F. Stone; (3) group owned vs. independentl owned newspapers; (4) the public career of Cornelia Phillips Spencer; (5) attempts to balance First Amendment and Sixth Amendment rights; (6) the Hearst press campaign to fortify an American Isthmian canal; (7) Charles Dickens as educational journalist; (8) the Russian government and the newspaper "Sel'skii Vestnik" ("Village Herald"); (9) the beginnings of American literary journalism; (10) occupational health in the mainstream and advocacy press; and (11) the effects of positive versus negative news on newspaper advertising response. (HTH)

ED 238 031 CS 504 220

Morris, Betty Zane
From Broadway to Battery Park: For College and Community.
PUB DATE- Nov 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; *Field Trips; Group Activities; Guidelines; Higher Education; Program Descriptions; *Program Development; Publicity; Scheduling; Transportation; *Travel
IDENTIFIERS- *New York (New York); PF Project

Guidelines for planning a study trip to New York for students of Shorter College (Georgia) are presented in this program description as an aid to persons whc are responsible for planning such a trip. The guidelines are based on the author's previous experience in planning two trips to London and eight trips to New York. Information is provided on who participates, when the trip is scheduled to occur, and why the program was begun. Steps involved in planning include: (1) determining dates; (2) making arrangements for transportation, accommodations, and activities; (3) setting due dates for deposits and final payments; (4) creating a brochure which provides specific information on the trip; and (5) publicizing the trip on campus and in the community. Eleven activities which have been included in past trips to New York are listed. (DC)

ED 237 658 CE 037 532

Schambier, Robert F.
Staff Development: The Carrot or the Stick?
PUB DATE- 30 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Education; *Cooperative Planning; Educational Needs; Educational Planning; Higher Education; *Inservice Education; Inservice Teacher Education; Needs Assessment; *Professional Development; *Program Improvement; Secondary Education; *Staff Development; Teacher Improvement; *Teacher Motivation

Staff development in the public schools has become a serious concern only since the 1970s. Staff development is not inservice education, although it includes inservice teacher education. Rather, staff development should be a process by both administrators and teachers who set goals to improve the school or school system and meet the needs of individual staff members while carrying out needed changes. From a review of literature on staff development, one may conclude that staff development efforts should be guided by clear, straightforward goals. Moreover, these goals should be determined at least in part by those whose lives will be affected by intended outcomes. According to Monette, four questions should be considered by staff development planners. These questions are (1) Who can best perceive professional needs? (2) To what extent do selected needs pertain to individuals and to the system? (3) How can staff development planners prepare themselves to deal with shifting needs? (4) What critical relationship exists between needs and the operational philosophy of the institution? Answers to these questions may well determine which attitudes toward organizational growth and development will prevail. If nothing else, a careful analysis of needs may yield to planners' insights that can improve instructional and administrative performance. Staff development personnel have the power to wield either the carrot or the stick. Which one they choose is, in large measure, a function of their understanding of human nature. (KC)

ED 237 921 CG 400 195

Bernhardt, Gregory R.; Praeger, Susan G.
Suicide: Training Counselors To Work with the Survivors.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Counseling; Counseling Services; Counselor Training; *Emotional Adjustment; Emotional Problems; *Grief; Guidelines; Individual Characteristics; Resource Materials; *Significant Others; *Suicide
IDENTIFIERS- PF Project

Facts and resources about suicide and the effects on friends and relatives (survivors) of persons who have committed suicide are offered to help counselors learn how to work with the survivors. Estimates are presented of the annual number of suicides and survivors along with a discussion of the importance of providing services for survivors. To help counselors become knowledgeable about suicide, the facts regarding nine common myths about suicidal characteristics and behavior are given. A list of 20 guidelines for counselors that have been developed by survivors are offered. The guidelines are concrete examples of behaviors and attitudes that survivors have found useful and supportive. A bibliography is included which cites two references and 27 additional resources on suicide and survivors. (DC)

ED 237 829 CG 017 083

Korb, Margaret P.; And Others
Life Skills for the Incarcerated: Evaluation of Staff Experience. Final Report.
Santa Fe Community Coll., Gainesville, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
REPORT NO.- DOE-1-3731
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; College Faculty; Community Colleges; *Correctional Education; Correctional Institutions; *Daily Living Skills; Delivery Systems; Evaluation Methods; Feedback; *Outcomes of Education; Prisoners; *Program Effectiveness; Program Evaluation; *Teacher Response; Two Year Colleges; Workshops
IDENTIFIERS- Florida

The need for vocational and personal attitude training for prisoners has been recognized for many years. In keeping with the commitment to individual prisoner's development, the Florida Department of Corrections developed a program of life skills training for inmates, the Life Skills Overview Module, in cooperation with local community colleges. To evaluate the success of the program, 19 faculty members who served as instructors (facilitators) in the program were surveyed. In addition, site visits were conducted to interview faculty members. A second procedure included the design and evaluation of a feedback workshop for facilitators, attended by the instructors, members of the Life Skills Task Force, and visitors from the Department of Corrections and the community colleges. A third research procedure involved hiring a research consultant who investigated facilitator characteristics, support of the community college and correctional institution, and facilitators' evaluations of training and materials. The evaluation concluded that there was a generally high level of satisfaction among instructors. Individual factors included previous experience in correctional education, sex of instructor, and institutional support. Instructors who felt their students were highly motivated reported greater satisfaction with the outcome. Each instructor recommended that the program be continued and expanded and made recommendations relating to the role of the community college. The report includes the survey instruments, a budget summary, Life Skills Task Force position papers, data on facilitators, feedback workshop data, and suggested specific actions. (JAC)

ED 237 784 CE 800 005

Burk, Marilyn
L.I.S.T.: Local Information Sources for Teachers - A Community Resource Guide for Consumer and Home Economics Education.
Educational Improvement Center-Central, Princeton, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Audiovisual Aids; Check Lists; *Community Resources; Consumer Education; Elementary Secondary Education; Field Trips; Guidelines; Home Economics Education; *Human Resources; *Information Sources; Resource Materials
IDENTIFIERS- PF Project

This guide for teachers of consumer and home economics education suggests agencies, groups, and organizations to be considered when exploring the resource possibilities which exist within a specific community. The format is that of a personal directory to be filled in with the telephone number, address, and contact person for each resource listed. Directory headings include the following: (1) police and fire departments; (2) banks; (3) post office; (4) utilities (gas, water, electricity); (5) telephone company; (6) churches, temples, clergy; (7) local businesses; (8) clubs, associations, trade and professional organizations; (9) local schools and colleges; (10) newspapers; (11) hospitals; (12) local government; (13) cooperative extension; and (14) libraries. Ideas for possible programs, speakers, and materials are given for each resource listed. To help insure a successful use of local information sources, checklists for using speakers, audiovisual materials, and field trips are provided. A three-page subject index concludes this directory. (JW)

ED 237 815 CE 800 069

Kendall, Elizabeth L.; Chenoweth, Roberta
Do You Read Me? Business and Office: Reading Development Activities Guide.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- 80

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business Education; Communications; Content Area Reading; Distributive Education; Learning Activities; Marketing; Media Specialists; *Office Occupations Education; *Prevocational Education; Puzzles; Reading Comprehension; *Reading Games; *Reading Improvement; *Reading Skills; Secondary Education; Vocabulary Skills; *Vocational Education; Word Recognition
IDENTIFIERS- PF Project

This activity guide is one of four supplements to be used with "Do You Read Me? Prevocational-Vocational Reading Development Activities" (ED 210 454). Each supplement deals with a different occupational category. Games, puzzles, and other activities are offered to aid in developing the word recognition, vocabulary, and comprehension skills of students in prevocational and vocational education. The activities presented in this supplement are for the following occupational areas: (1) business and office; (2) communications and media; and (3) distribution and marketing. Answer keys for the activities are appended. (DC)

ED 237 906 CG 017 163

Neimeyer, Greg J.; Fukuyama, Mary
Exploring the Content and Structure of Cross-Cultural Attitudes.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Change; *Attitude Measures; College Students;

*Counselor Attitudes; Counselor Training; *Cultural Awareness; Cultural Differences; Higher Education; Perspective Taking; Schemata (Cognition); Social Attitudes; Social Cognition
IDENTIFIERS- Cross Cultural Counseling; *Cultural Attitudes Repertory Technique

Efforts to enhance the effectiveness of cross-cultural interventions have emphasized the need for counselors to assess their own as well as their client's cultural value systems. To assess cultural world views, the Cultural Attitudes Repertory Technique (CART), which examines the content and structure of an individual's personal system of cultural constructs, was developed. In the CART instrument, twelve cultural groups are categorized by an Alike/Different dichotomy and then the constructs are rated on a seven-point Likert-type scale ranging from family-oriented to independent. The result is a matrix of 144 ratings (12 constructs by 12 elements), reflecting an individual's perceptions of various cultural groups from the individual's unique world view. The instrument was administered to a female college student both before and after a course in counseling ethnic minorities. The CART was able to document that, following training, the student's awareness of cultural differences increased, although her system remained poorly integrated. The case study was beneficial in establishing the CART as a flexible tool that could be used in examining cultural world views. The CART can be used as a self-exploratory exercise in a variety of settings, particularly in counselor training. Ratings on the CART can be plotted over time to graphically illustrate attitude changes. Further empirical research is needed to document its usefulness. (BL)

ED 237 922 CG 400 197

Blackwell, David L.; Hunt, Sara Stockard
Grandparenting: Using Pictures To Transform the Group.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Programs; Affective Behavior; Grandchildren; *Grandparents; *Group Activities; Group Dynamics; Interpersonal Communication; *Interpersonal Relationship; Older Adults; *Parent Education; *Photographs; Program Descriptions
IDENTIFIERS- PF Project

The importance of the grandparent-grandchild relationship can be used effectively in group work with the aged by using pictures of grandchildren to stimulate personal interaction. Participants are asked to bring pictures of their grandchildren, great-grandchildren, or surrogate grandchildren to a two-hour training session on grandparenting. During the session, they share these pictures with the leaders and with other participants. After the sharing, a discussion of grandparenting ensues which focuses on grandparent role models, styles of grandparenting, grandparent "traps," and the significance of grandparenting. Among the benefits of using pictures are: (1) participants are given an opportunity to exhibit pride and bolster self-esteem; (2) participants engage in structured reminiscing; (3) kinship relationships may be discovered; (4) group interaction is facilitated; (5) the group is transformed from a passive to an active group; (6) the group becomes more cohesive; (7) participants receive and give one-on-one attention; and (8) leaders can gain additional insight into individuals. This technique of using pictures or objects to facilitate sharing among group members can be used with any age group. (DC)

ED 237 969 CS 007 462

Anders, Patricia L.

The Effect of Semantic Feature Analysis on the Reading Comprehension of Learning Disabled Students.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Content Area Reading; Critical Thinking; *Distinctive Features (Language); High Schools; Learning Disabilities; Learning Strategies; *Reading Comprehension; Reading Improvement; Reading Processes; *Reading Research; *Semantics; Social Studies; Teaching Methods; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- *Semantic Features

A study investigated whether semantic feature analysis (SFA) significantly improves the content related vocabulary knowledge and reading comprehension of adolescent, learning disabled readers. SFA is a set of vocabulary development activities designed to help students categorize vocabulary words and compare related ideas. Subjects, 62 learning disabled high school students, were divided into an experimental and a control group and assessed for prior knowledge of a social studies textbook passage. In the SFA activity, the experimental students completed a relationship chart listing the passage's major concepts and related vocabulary, then rated the relationship of each vocabulary word to each major concept. The control group looked up 10 of the passage's "difficult" vocabulary words in the dictionary, writing down the definition and an appropriate sentence. The results of the ANCOVA for the total score on the comprehension tests given after the study sessions indicated that the SFA group scored significantly higher than the vocabulary "look-up" group. The results suggest that when directed toward structured discussion of the major concepts within the content area, "passive" learning disabled students participate actively in their learning. (HTH)

ED 238 032 CS 504 221

Taugher, C. David
Interviewing for Communications-Related Positions in the Corporate Community.
PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business; Communications; *Employment Interviews; Guidelines; Job Application; *Job Search Methods; Postsecondary Education; *Professional Occupations
IDENTIFIERS- PF Project

Guidelines and suggestions for obtaining a professional position in the corporate community are presented. Although the focus is on communications-related positions, the suggestions are general enough to be useful to anyone seeking a corporate job. The paper begins by discussing basic philosophies and realities of the corporate community with an emphasis on competition and profitability. Suggestions are then offered for locating a job opening, getting an interview, doing the proper things during the interview, and following up the interview. The suggestions include making use of as many options as possible when looking for a job, using the resume and letter of application to "sell" oneself to prospective employers, doing research on the company to determine which skills should be emphasized during the interview, maintaining a positive attitude, taking the initiative whenever possible in the interview, and using a thank-you letter and a telephone call to follow up. (DC)

ED 237 631 CE 033 579

Thompson, Charles D.
The Wholesale Monkey Business. An Accounting Program. Operator's Manual.
Sweet Home School District, OR.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Accounting; *Bookkeeping; *Business Education; *Business Skills; Guidelines; Instructional Materials; Learning Activities; Management Games; Occupational Information; *Office Occupations Education; *Office Practice; Records (Forms); Secondary Education; Simulation; Small Businesses

Designed to combine a family of related jobs in the accounting field into a realistic learning atmosphere, this simulation revolves around a fictitious company that distributes pet supplies. The simulation has been kept flexible and open-ended to allow for its incorporation into any clerical, bookkeeping, or accounting instructional program. Included in the simulation package are an introductory note to teachers explaining the objectives and format of the materials, an explanation of how the company operates, and detailed instructions to the following company employees: the accounting supervisor, the customer representative, the banker, the accounts payable clerk, the accounts receivable clerk, the payroll clerk, the shipping/receiving clerk, the wholesaler, the pricing clerk, the typist, the inventory clerk, the sales clerk, and the cash receipts bookkeeper. The job description of each of these employees consists of instructions for setting up the position as well as explanations of daily, weekly, and monthly activities. Appended to the package are various forms for use in operating the business. (MN)

ED 237 673 CE 037 597

Hamilton, James B.; McElroy, Jack
Approaches to Technological Update of Vocational/Technical Teachers.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Conferences; Cooperative Programs; Educational Needs; *Educational Practices; Educational Strategies; Exchange Programs; Industrial Training; *Inservice Teacher Education; Institutional Cooperation; Internship Programs; Models; Needs Assessment; Observational Learning; Part Time Employment; Postsecondary Education; Professional Continuing Education; *Professional Development; Program Descriptions; School Business Relationship; School Districts; Secondary Education; Teacher Improvement; Teacher Workshops; Technical Education; *Technological Advancement; *Vocational Education; *Vocational Education Teachers; Work Experience Programs
IDENTIFIERS- Kentucky Vocational Staff Industry Exchange Prog
As part of an effort to address the problem of the technological update of vocational and technical teachers, the National Center for Research in Vocational Education conducted a status study to determine the nature and extent of the problem with respect to institutional level and occupational area. A second aspect of the study dealt with currently used approaches to the technological update of teachers. This phase of the study resulted in descriptions of the following nine promising approaches to the task of providing teacher technological update: work experience internships; university and college course work; workshops, conferences, and seminars; industry observation; education and industry staff exchange; part-time employment; local programs; nonlocal programs; and industry training and updating programs. Of these, workshops, conferences, and seminars were the most widely used approach to teacher update. This was true for both secondary and postsecondary instructors, with all but one of the 18 consultants providing data in the study citing this approach. Another approach that was identified as having a high potential for success was that of organizing collaborative activities and programs among schools, business, and industry for teacher occupational experiences and curriculum content revision. Singled out as a particularly noteworthy example of this type of program was the Kentucky Vocational Staff and Industry Exchange Program. (MN)

ED 237 687 CE 037 637

Daniels, M. Harry; Karmos, Joseph S.
Skills for Adapting to Change; Their Potential Impact, and Suggested Policies for Implementing Them. Final Report.
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Change; Behavior Change; *Career Change; Career Development; *Change; Change Agents; Change Strategies; Decision Making Skills; Educational Change; Educational Needs; Educational Policy; Employee Attitudes; *Employer Attitudes; Family Role; Midlife Transitions; Postsecondary Education; Program Development; Program Improvement; Retraining; Secondary Education; Self Actualization; *Self Determination; Self Evaluation (Individuals); Technological Advancement; *Vocational Education; Work Attitudes
IDENTIFIERS- Illinois

A project was conducted to identify skills that vocational students will need to adapt to future changes in the workplace and jobs caused by advancing technology as well as to develop policy stands on how those skills can be imparted. Research was conducted through computer searches of relevant data bases, interviews with vocational educators and consultants, cooperation with major industries, and mailed questionnaires to Fortune 500 companies. The material generated through this research was analyzed, resulting in the following accomplishments: (1) identification of skills for adapting to change from theoretical, empirical, and applied evidence at the national, state, and regional levels that can be used by Illinois career and vocational educators for curricular and instructional considerations; (2) provision of a policy proposal for development, implementation, revision/renewal, and evaluation of vocational education programs that would emphasize change skills; (3) provision of a policy proposal describing the role that the family, the community, and other social institutions can play in change skill instruction; (4) description of the impact a program of change skill instruction will have on people directly or indirectly influenced by such a program; (5) production of technical and final research reports; and (6) production of a questionnaire and report that assesses and describes perceptions of industry regarding entry-level skills of workers. The project provided a data base that can be used to develop, implement, evaluate, and revise or review vocational education programs that are designed to promote instruction in self-initiation, self-direction, and other change skills. (Copies of each of the policy papers, the literature review, and the questionnaire are included in the report.) (KC)

MacDonnell, Timothy J.
Determining the Vocational Education Philosophies of School Districts in Wyoming.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Philosophy; Educational Research; *School Districts; Secondary Education; *Vocational Education
IDENTIFIERS- Wyoming

Requests for the vocational and overall philosophies of school districts were made to 46 Wyoming school superintendents. A descriptive analysis of the content of the philosophies divided the school districts into four categories. Eight districts had separate vocational philosophies; 17 acknowledged the need for vocational education in the district's overall philosophy; and 12 failed to mention the need for vocational education in the district's overall philosophy, goals, and objectives. Two districts did not mention the need for vocational education in the overall district philosophy and did not have a separate vocational education philosophy but did have philosophies, goals, and objectives for some of the service areas. A vocational education philosophy was developed that could be used by all Wyoming educators. Recommendations were made for the development of vocational education philosophies at the state and local levels and for further study in this area. (Appendixes include letters to superintendents and copies of the philosophies of vocational education from the eight school districts.) (YLB)

ED 237 729 CE 037 738

Fraser, Doug

Skills Training for School Leavers: Some Alternative Approaches. Current Issues Brief No. 2.

Australian Dept. of the Parliamentary Library, Canberra. Legislative Research Service.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Apprenticeships; Economic Development; Educational Change; *Educational Innovation; Educational Needs; Educational Philosophy; Educational Practices; *Education Work Relationship; Employment Potential; Employment Practices; Employment Programs; Government Role; Job Development; *Job Training; Lifelong Learning; Postsecondary Education; Retraining; Skilled Occupations; *Training Methods; Work Experience Programs; Young Adults; *Youth Employment
IDENTIFIERS- *Australia

In the face of escalating youth unemployment, some new approaches are needed for training out-of-school youth in Australia. The current system of apprenticeship has become outmoded because many of the skilled trades that the system prepares young people for will soon be non-existent. One approach to this problem has been implementation of short-term training courses; however, they are simply an example of the government's reactive measures designed as a response to immediate manpower needs or the present high level of unemployment. The challenge instead is to move from these ad hoc measures to an active manpower policy, to create training schemes that can increase the number of real, permanent jobs available by making possible the growth of new, self-supporting industries that would otherwise not get off the ground for lack of the necessary skilled manpower. Some of these possible strategies are the following: (1) alternatives to apprenticeship (especially in the manufacturing area), such as modular training for short periods or sandwiching courses between terms of full-time employment in the field; (2) avenues of transfer between sectors of tertiary education; (3) a first-job program for school leavers; (4) a youth guaranteed employment or training scheme; and (5) opportunities for lifelong education. Although it would be unrealistic to expect any of these measures to bring about an immediate reduction in unemployment, the value of such programs is that they represent an investment in future economic growth rather than a mere holding action to keep young people temporarily out of the primary labor market in the hope that things will somehow improve in the meantime. (KC)

ED 237 770 CE 037 814

Bride, Margaret; Knights, Barry
Young People in Transition. Report of the VCM-TEAC Study.
Victorian Chamber of Manufactures, Melbourne (Australia).
REPORT NO.- ISBN-0-85830-054-0
PUB DATE- 81
AVAILABLE FROM- Victorian Chamber of Manufacturs, 370 St. Kilda Road, Melbourne, Australia 3004 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Career Education; Educational Research; *Education Work Relationship; Employee Attitudes; *Employment Qualifications; Foreign Countries; Job Search Methods; Job Skills; *Manufacturing Industry; Occupational Information; Participant Satisfaction; Questionnaires; Secondary Education; Skills; Teacher Attitudes; Vocational Education; Work Attitudes; *Work Experience Programs
IDENTIFIERS- *Australia

The school-to-work transition experienced by young people employed in the manufacturing industry was examined. Personal interviews were conducted with 58 young people, their supervisors and/or employers, and staff of the schools they attended. A consensus of views was found between employers and schools on the relative importance of aims of secondary schooling. Certain skills and attributes were frequently desired by employers and were seen by the young people as important to them in their jobs. Students expected various things of career education and had various degrees of satisfaction with their programs. All three groups recognized that the young people lacked an adequate knowledge about the working environment before they left school. Although most schools offered work experience, only 50 percent of the young people had participated. Employers expected entry workers to have positive attitudes, the ability to adapt and train, initiative, and maturity. Most young people had problems finding jobs to apply for. Employers' selection criteria included attitudes, interests, and general personal attributes. Few manufacturing enterprises had positions available for unskilled young people. (A section with statistical findings groups together results from similar items from the three questionnaires. Appendixes include the questionnaires, case studies, and a glossary.) (YLB)

ED 237 800 CE 800 054

Beaudin, Bart

Retaining Adult Students. Overview: ERIC Fact Sheet No. 12.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Academic Persistence; Adult Education; *Adult Students; *Dropout Research; Educational Environment; Educational Psychology; Influences; Models; Resource Materials; *School Holding Power; Student Attitudes
IDENTIFIERS- ERIC; Fact Sheets; PF Project

Findings from research on student retention and adult education participation can guide educators in improving the persistence of adult students. In order to increase student persistence, programs and teachers should: address real needs; create a supportive learning environment; minimize problems and barriers; communicate accurately; and monitor attendance and dropout rate so that a problem can be identified and dealt with quickly. Variables affecting participation in adult education have been identified: (1) factors having to do with the individual; (2) socioenvironmental forces; (3) individual expectations; (4) the learning experience; (5) continuous evaluation; and (6) satisfaction with the learning experience. Among the models which have been advanced to explain participation are the Congruence Model which states that congruence within the participant, and between the participant and the educational environment, can determine whether a person drops out; and the Chain of Response (COR) Model which is based on the premise that participation is not a single act but a chain of responses, each based on an evaluation of the individual's position in the environment. This fact sheet includes a bibliography of two references and three additional resources, some of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 861 CG 017 116

Tornatzky, Louis G.
Research on Innovation: Stretching the Limits of the Discipline.
PUB DATE- Aug 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Diffusion (Communication); *Innovation; Psychologists; *Psychology; *Research and Development; Research Methodology; *Research Utilization; *Social Science Research; Technology

Innovation includes not only the production of new technology but also its use. From the user's perspective several stages are indicated including acquiring initial awareness of the new technology, deciding about its merit, adopting, implementing and deploying, and eventually establishing routine use. This process is longitudinal, involving units of analysis at different levels of social aggregation: the multi-level problem demands conceptual stretching of discipline-bound research. Psychology has been only peripherally involved in innovation research. Applied psychologists have been concerned primarily with individuals in limited social contexts over short periods of time. Psychology can offer some strengths in furthering the understanding of issues such as innovation and productivity. On-going field experimentation could dramatically increase the ability to influence technology change. The potential strengths of psychology to increase understanding of innovation--measurement rigor and experimentation--may be offset by its epistemological blockages. As long as psychology remains wedded to the individual as the unit of analysis, preoccupied with short-term phenomena, it will fail to realize its potential in the field of innovation research and in the solution of contemporary social problems. (JAC)

ED 237 876 CG 017 131

Zalesny, Mary D.; And Others
Level and Social Environment as Determinants of Perceived Work Environment.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Employee Attitudes; Employees; Employment Level; *Interior Design; Job Satisfaction; *Offices (Facilities); Predictor Variables; *Social Environment; *Work Environment

Both the social and physical aspects of the environment have been examined as causes of work behaviors and attitudes, but recent studies concerning the effect of open plan offices have shown inconsistent results. To assess the relative contributions of organizational level and the social and physical work environment in explaining employee attitudes and perceptions of their work, 420 state government employees were surveyed about their present work environment and their expectations regarding a new work environment. All employees were to be relocated to an office building designed as an open office environment. Regression analyses indicated that social environment was superior to organizational level and the physical environmnet in explaining perceived job characteristics, involvement, trust, satisfaction, and expectations about the move. Organizational level explained additional variance in job characteristics and involvement. The physical environment was consistently related to satisfaction. These data suggest that investigations of the effects of changes in office design on employee attitudes and behaviors should include measures of the social environment and organizational level in addition to measures of the physical environment. (JAC)

ED 237 891 CG 017 146

Newsome, Teresa I.; Stilwell, William E.
Employment Pespectives for Counseling, Developmental, Educational, and School Psychologists.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business; Career Choice; *Employment Opportunities; Employment Patterns; *Employment Projections; Higher Education; Industry; Labor Market; *Psychologists; *School Counselors; *School Psychologists; Training Methods; Training Objectives; Universities

Over the last 15 years, employment perspectives for psychologists have changed dramatically. To investigate training and employment patterns in 56 universities and 48 private corporations, questionnaires were completed by graduate training program chairmen and the directors of human resource management in business. The questionnaire was designed to elicit information about training and employment patterns over the next 5 years as well as linkage strategies. An analysis of the results showed that with the exception of school psychologists, employment opportunities for newly graduated and experienced psychologists will continue to be limited for the next 5 years, both in academia and in large corporations. Recommendations to improve training policies and procedures include adopting an information management model, developing planned program revisions, presenting workshops to prospective employers, and developing internship programs. Recommendations to improve employment opportunities include developing internships, encouraging students' marketability through a diversified curriculum, identifying mentors/role models, and developing advisory groups and linkage programs with academia. (BL)

ED 237 938 CS 007 422

Marr, Mary Beth
Verbal Reports: How Readers Process Unfamiliar Text.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; Comparative Analysis; Content Area Reading; Grade 10; Knowledge Level; Males; *Prior Learning; *Reading Comprehension; *Reading Processes; *Reading Research; *Reading Strategies; Secondary Education; Verbal Communication; Verbal Tests
IDENTIFIERS- Text Processing; *Think Aloud Protocol; *Verbal Report Strategy

With the use of verbal report strategies, a study was conducted to examine (1) the types of comprehension strategies readers use to process familiar and less familiar texts and (2) the differential use of think aloud strategies by average and below average readers. Subjects were 15 tenth grade male students in upstate New York. Two weeks prior to testing, students were given a 30-item completion test assessing their knowledge of American football and rugby union. After two practice sessions were completed, subjects were told to begin reading the test passage on football and rugby and to stop when they came to a pause signal. At this point, they were asked to briefly summarize what they had read so far and to state what they were thinking or doing as they read to comprehend that portion of text. They were also asked specific probe questions to identify the use of problem solving strategies. Findings indicated that the more knowledge subjects had about a topic, the more they evaluated what they were reading, drew inferences, and made direct comparisons between familiar and less familiar passages. Students with below average comprehension ability evidenced a greater number of errors in recalling the content of the passages, made fewer evaluative comments, and drew fewer inferences while reading less familiar passages than their average classmates. (A copy of one text passage is appended.) (HOD)

ED 237 953 CS 007 440

Miall, David S.; Vondruska, Richard J.
Affective Implications of Metaphor and Simile in Discourse. Technical Report No. 301.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; *Creative Thinking; *Discourse Analysis; Figurative Language; Higher Education; Intermediate Grades; *Metaphors; *Reader Response; Reading Comprehension; *Reading Research; Theories
IDENTIFIERS- *Affective Response; *Similes

Differences between metaphors and similes have often been overlooked in the experimental literature, and the comparison theory addressing comprehension of simile may be less appropriate to the more transformational properties of metaphor. It is proposed that one of the variables associated with the difference is affective response, leading to the hypothesis that the metaphor's greater power to unsettle a subject's view will be accompanied by a higher incidence of affective responses. A first test of this hypothesis was made using 54 fourth and fifth grade children and 70 college students. The data from the children were in agreement with the hypothesis--they generated a higher frequency of affective responses to metaphors than to similes. The adult data, however, were inconclusive, showing a slight trend in the opposite direction. A second experiment with 33 college students investigated the degree of affective shift in response to metaphors, similes, or literal paraphrases in a story. Results showed greater affective shift in the simile condition than in either the metaphor or literal conditions. The findings suggest that, in contrast to children, depth of affective processing rather than frequency of affective ideas may be a key factor in adult figurative response. (Author/FL)

ED 237 985 CS 207 824

Freeman, James Andrew
A Study of the Relationship between Personality Factors and Growth in Student Writing Ability.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- High Schools; Holistic Evaluation; *Personality Assessment; *Personality Traits; Student Attitudes; *Student Characteristics; Writing (Composition); *Writing Evaluation; *Writing Improvement; Writing Instruction; *Writing Research
IDENTIFIERS- Omnibus Personality Inventory

A study correlated the results of the Omnibus Personality Inventory (OPI) and two holistically scored narrative writing samples to determine how high school students' intellectual and emotional characteristics affected their writing improvement. Students in a small West Coast high school completed the OPI and generated a pretest writing sample in September and a posttest sample the following May. Fifty-seven complete sets of data were correlated. Students showed a mean improvement of .52 on the holistic scale. The standard deviation indicated that the 30 students who improved and the 10 who regressed did so substantially. Seventeen students showed no growth. The correlation between writing scores and the OPI indicated that student attitude orientations played a demonstrable role in writing ability, although this assessment was limited by the inconstancy of personality traits. Those whose writing regressed showed a positive relationship with the thinking introversion category on the OPI, a negative interest in complexity, a flexibility toward religious orientation indicating open-mindedness, and a low correlation with social introversion. The improved writers indicated a negative relationship with high impulse expression, and rated low on the anxiety scale. They also indicated high scores on the altruism scale. These results suggest that rethinking of the role of student personality and motivation in learning is necessary if teachers are to help students improve their writing. (Narrative assignments, evaluation criteria, and student writing samples are appended.) (HTH)

ED 238 001 CS 208 035

Coward, Pat; Taylor, Jo

Composition and Science: A Symbiotic Relationship.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Content Area Writing; *Critical Thinking; Evaluation Methods; Higher Education; *Interdisciplinary Approach; Logical Thinking; Prewriting; *Problem Solving; *Sciences; Scientific Concepts; Teaching Methods; Technical Writing; *Writing Instruction; Writing Processes
IDENTIFIERS- *Freshman Composition

Critical thinking skills were taught to students in a lower-track freshman English class through the use of cross-disciplinary subject matter. Given a set of three transmission electron micrographs, or photographs of magnified tissue used in histology and pathology, students were asked to support their conclusions on which two of micrographs A, B, and C were alike. In the next two class periods, students were given another set of micrographs, but this time they were asked to determine which one of three micrographs was similar to micrograph A. As before, the students determined very quickly which micrographs were similar, but had difficulty defending their conclusions. As an aid in differentiating the photographs, students were asked to jot down each micrograph's characteristics. While examining their material, students realized that some ideas were not arranged logically or consistently. They noted, too, that the ordering of items was not consistent and reordered them. From these reordered notes, students made an outline and wrote a paper. This approach helped students recognize analysis; demonstrated the relationship of perceptual, thinking, and writing skills; provided an assignment related to another discipline; connected the process of prewriting to writing; provided a realistic context for comparison/contrast and for classifying and ordering ideas; and demonstrated the necessity of close observation and precision of expression. (Materials used in the study are appended.) (HOD)

ED 238 016 CS 208 054

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Achievement; Adults; Annotated Bibliographies; Cognitive Development; Cognitive Processes; Context Clues; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; English Curriculum; *English Instruction; Grammar; Handwriting; Higher Education; *Language Arts; Language Usage; Learning Disabilities; *Learning Strategies; *Spelling; Story Telling; *Teaching Methods; Vocabulary Development

This collection of abstracts is part of a continuing series providing information of recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) spelling as a cognitive-linguistic developmental process; (2) the impact of cursive writing models on spelling achievement; (3) an intelligent computer-assisted learning program to teach the use of the comma; (4) the effects of visualization training on spelling consciousness and spelling achievement; (5) teaching through storytelling; (6) creative dance music and spelling in primary students; (7) learning word meanings from text context; (8) the effects of self-monitoring and self-administered consequences on the study of spelling; (9) vocabulary teaching strategies for intermediate grade students; (10) the impact of "Think," a language arts thinking skills program, on Scholastic Aptitude Test (SAT) verbal scores; (11) a systematic vocabulary development model for use in the secondary school; (12) the effects of manuscript and cursive handwriting on the decoding and encoding skills of third grade students; (13) the effects of two methods of teaching English grammar on student achievement and attitudes; (14) the effect of the application of the concepts of sequencing, mastery, and reinforcement on achievement in basic English skills; and (15) the effects of a staff development program on students' handwriting. (MM)

ED 237 645 CE 037 355

Artigas, J. T.
The Relationship between Education and Employment in Spain. Reports Studies C.98.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
REPORT NO.- ED-81/WS/43
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Continuing Education; Disabilities; Disadvantaged; Economic Change; Economic Factors; Educational Benefits; Educational Legislation; Educational Needs; Educational Objectives; Educational Opportunities; *Educational Policy; Educational Practices; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Employment Practices; Futures (of Society); Influences; Labor Legislation; Labor Needs; Lifelong Learning; Needs Assessment; Nonformal Education; *Outcomes of Education; Postsecondary Education; *Public Policy; Relevance (Education); *School Business Relationship; Youth Employment
IDENTIFIERS- *Spain

One of the primary aims of the Spanish educational system is to provide training for productive work within the regular educational system. The educational system in Spain is designed to make a basic general education accessible to everyone. Other goals of the system include the provision of professional training as a means of initial preparation for work, continuation of training on the job, and adequate educational and professional counseling. At more advanced levels, the system is intended to answer the need for lifelong education, general training, and vocational readaptation. Labor policy, both public and private, is aimed at providing education for employment and at attempting to adapt the plans and projects of the educational system to those of private industry. Especially of late, numerous joint activities have been undertaken by the public and private sectors to train and readapt individuals to their jobs. Considering current and probable technological and economic developments, the relationship between education and employment in Spain is not likely to be easy in the coming years, and the outcome will depend, to a great extent, on the effects of the integration of Spain with the European community and other geographic and economic regions with whom Spain has close ties. (MN)

ED 237 659 CE 037 535

Ludden, Laverne; And Others
The Interdependence of Computers, Robots, and People.
PUB DATE- 1 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; Adult Educators; *Computers; *Educational Change; Educational Trends; Employment Projections; Ethics; *Futures (of Society); Labor Needs; Lifelong Learning; Moral Values; Postsecondary Education; Retraining; *Robotics; *Teacher Role; Technological Advancement; Unemployment

Computers and robots are becoming increasingly more advanced, with smaller and cheaper computers now doing jobs once reserved for huge multimillion dollar computers and with robots performing feats such as painting cars and using television cameras to simulate vision as they perform factory tasks. Technicians expect computers to become even more powerful in the near future, for "intelligent" robots to be developed that will use vision and tactile sensors to adjust to the environment (e.g., change direction or move the arm slightly to the left before picking up a part). Such technological advances raise ethical issues: how to provide for the thousands or millions of workers who may be displaced from their jobs; what persons should do with the leisure time that may be created by the increased use of this technology; and at what point robots' intelligence and possible superiority over people should be acknowledged. One area in which computers and robots will have a particular effect is that of education, especially adult education. The use of these tools will affect the time, the place, and the process of adult education. For example, advancing technology will force workers to retrain, pushing forward the concept of lifelong learning. At the same time, increased portability of computers will allow one to learn in a variety of places, especially the home, by accessing data banks all over the world. And finally, the use of computers will change the emphasis of learning from acquiring facts to learning how to think. To meet these changes in adult education, adult educators will have to be aware of the impact that computers are having on our society and provide the resources and leadership necessary to help adults learn to adjust to these changes and face life's challenges. Adult educators should be prepared for the changes and not just react to this transition. (KC)

ED 237 715 CE 037 717

Myer, Donna Foster
Interpersonal Communication: Techniques and Style. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.
Baptist Coll. at Charleston, SC.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Classroom Techniques; Communication (Thought Transfer); *Communication Skills; Core Curriculum; *Family Health; Group Dynamics; Guidelines; *Health Education; Health Personnel; Higher Education; Home Health Aides; Hygiene; Instructional Materials; *Interpersonal Competence; Learning Activities; Paraprofessional Personnel; Problem Solving; Resource Units; Rural Areas; *Rural Education; Self Concept; Student Evaluation; Teaching Methods

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching a course in interpersonal communication techniques and styles. Covered in the first section of the guide are the role of interpersonal communication in rural health promotional training, general objectives and recommendations for instructors, references, and suggested course texts. A series of unit overviews dealing with the following topics is provided: basic theories and concepts of interpersonal communication, self-knowledge of context and style, skills for one-to-one communication, and communication in special settings (using problem solving skills, communicating in groups, and communicating when the goal is helping). Each unit contains general and specific objectives, a topic outline, instructional notes, and exercises. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

ED 237 743 CE 037 762

Computer Assisted Rehabilitation Service Delivery.
West Virginia Rehabilitation Research and Training Center, Dunbar.; West Virginia Univ., Morgantown.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- May 81
GRANT- RTC-16-P-5806/3-16
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Automation; Change Strategies; *Computer Assisted Instruction; Computer Graphics; *Computer Oriented Programs; Computer Programs; Computers; Counseling Services; Data Bases; *Delivery Systems; *Disabilities; Feasibility Studies; Glossaries; Guidelines; Information Systems; Occupational Information; Postsecondary Education; Program Descriptions; Program Development; Rehabilitation Counseling; Rehabilitation Programs; Staff Development; Staff Utilization; State of the Art Reviews; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Electronic Mail

This volume consisting of state of the art reviews, suggestions and guidelines for practitioners, and program descriptions deals with the current and potential application of computers in the delivery of services for vocational rehabilitation (VR). Discussed first are current applications of computer technology in rehabilitative service delivery. The next chapter focuses on the potential applications of electronic mail, computerized data banks, computer-based education, distributed data processing, and decision supportive systems in VR service delivery. Also provided are suggestions for developing counselor and client information systems. The next three chapters review available computer hardware and software as well as their potential use by VR staff, present organizational approaches to planning and introducing new technology into the VR service delivery system, and suggest factors to consider before increasing the degree of automation in an existing VR delivery system. Concluding the volume are a glossary and a bibliography. Appendixes to the guide include descriptions of the Pennsylvania Bureau of Vocational Rehabilitation Automated Information System, the Occupational Information Systems, and the Oregon Issues Identification and Tracking System as well as papers dealing with computer graphics in vocational rehabilitation, uncomplicating software acquisitions, and computer acquisition and operation. (MN)

ED 237 744 CE 037 766

ED 237 757 CE 037 797

Sarkees, Michelle; And Others
The Utilization of V-TECS Catalogs with Handicapped Students: Implementation Manual.
Vocational Technical Education Consortium of States, Atlanta, Ga.
PUB DATE- 83
AVAILABLE FROM- V-TECS, Southern Association of Colleges and Schools 795 Peachtree Street, NE, Atlanta, GA 30365.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; Catalogs; *Classroom Techniques Cooperative Planning; *Disabilities; Educational Needs; Educational Planning; Exceptional Persons; Guidelines; Individualized Education Programs; *Job Skills; Job Training; Mainstreaming; Occupational Information; Secondary Education; Skill Development; *Special Education; Teaching Methods; *Vocational Education
IDENTIFIERS- *Vocational Technical Education Consortium States

The catalogs from the Vocational Technical Education Consortium of States (V-TECS) provide current job-specific data for developing performance-based vocational curriculua. The task listings and performance objectives contained in the V-TECS catalogs are validated by incumbent workers in each field, as a result, the V-TECS tasks provide a basis for teaching vocational skills that are currently used on the job. Current job skills are particularly important for handicapped students, since training time and opportunities may be limited. This manual has been designed to help special educators and vocational educators use V-TECS catalogs as a base to maximize the training and employment opportunities for handicapped students. It describes the steps that should be taken by a special education teacher to coordinate supportive services with vocational teachers who use the V-TECS catalogs. The manual consists of four sections. The first two sections offer some preliminary ideas that should be considered before the V-TECS catalogs are used; a question-and-answer format is also used to answer some common questions about the V-TECS program. The third section contains eight suggested tasks that should be carried out by special education teachers in cooperation with vocational teachers. Steps to accomplish each task are delineated. The final section of the manual consists of sample forms that can be used with handicapped students using the V-TECS catalogs. (KC)

ED 237 830 CG 017 084

Chaiken, Shelly
Heuristic Processing of Persuasion Cues.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Cognitive Style; Cues; Evaluation Criteria; *Heuristics; Interpersonal Communication; Motivation; *Persuasive Discourse; Research Methodology; State of the Art Reviews

The assumption that people exert considerable cognitive effort in processing incoming information has been complemented in recent years by the idea that people often perform tasks and make decisions after only minimal information processing. Although both the heuristic and systematic conceptualizations of information processing share the assumption that a primary motivation in a persuasion setting is to assess the validity of the conclusion, they differ in their portrayal of how this task is performed. Much of the recent research in persuasion has been guided by the systematic model. The heuristic model is novel in its explicit cognitive focus on the mediational role of simple schemas or cognitive heuristics that people have presumably developed. It is likely that a variety of simple decision rules may sometimes mediate the persuasive impact of communicator variables, including communicator characteristics, amount of persuasive argumentation, or argument quality. Since heuristic processing is relatively effortless, while systematic processing is effortful, it is likely that heuristic processing may predominate in many persuasion settings. Research generally supports the heuristic/systematic framework. Studies are currently underway in which priming tasks are employed to increase the likelihood that a heuristic process will be activated in a subsequent persuasion setting. (JAC)

ED 237 845 CG 017 099

Paley, Evelyn S.; And Others
Multi-Family Psychoeducational Support Group Therapy for Families with a Member Afflicted with Irreversible Brain Syndrome (Alzheimer's Disease): Report of a Pilot Study.
PUB DATE- 20 May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Aging (Individuals); *Counseling Techniques; Emotional Adjustment; *Family Counseling; Family Involvement; *Family Role; Gerontology; Lecture Method; Older Adults; Program Descriptions; Public Health; *Social Support Groups
IDENTIFIERS- *Alzheimers Disease

Alzheimers Disease (AD), an incurable disability which afflicts older adults, can have devastating emotional consequences for the victim and the family. In an attempt to determine the effectiveness of multifamily psychoeducational support, group therapy (MFPSGT), 22 persons (13 families) from the Alzheimer's Disease and Related Disorders Association (ADRDA) participated in a pilot support group. Prior to group sessions, members participated in individual interviews and completed a questionnaire about AD and the Moos Family Environment Scale. An Activities of Daily Living (ADL) questionnaire and the Kahn Mental Status Exam were completed for the patient. Members subsequently participated in six group sessions, consisting of a 1-hour lecture, and four small group discussions led by a facilitator. The six session topics were: the aging process; biological changes and behavioral manifestations; behavior management; family communication patterns; emotional factors (grief); and community and nursing home supports. Post intervention, the participants evaluated the sessions and were readministered the psychological assessment instruments. An analysis of the results showed that, as expected, no significant changes occurred in the patients, although a slight increase in ADL functioning was reported. Relatives did become more independent after the intervention, recognizing and fulfilling their own needs in order to better serve the patient. Lectures identified as most helpful were: the aging process; biological aspects; family problems; and grief. The small groups were viewed as helpful in increasing coping and decision making skills. (BL)

ED 238 033 CS 504 275

Kleiman, Howard
Public Broadcasting and the Fairness Doctrine: A Continued Mandate?
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Broadcast Industry; Court Litigation; *Ethics; Federal Legislation; Government Role; Mass Media; *Mass Media Effects; News Reporting; Propaganda
IDENTIFIERS- *Fairness Doctrine; Federal Communications Commission; Media Role; *Public Broadcasting

The fairness doctrine states that broadcasters must devote a reasonable amount of time covering contrasting views of public issues. The debate over abolition of the doctrine has largely ignored the possibility that public broadcast stations licensed to government entities may be subject to political and constitutional pressures that would warrant a continued fairness mandate even in the wake of the doctrine's abolition for commercial broadcasters. Although network as well as public station news elicits charges of unfair coverage, commercial broadcasters' fairness obligations could be eliminated because (1) their congressional lobby is extremely effective, (2) the chairman of the Federal Communications Commission (FCC) favors eliminating the doctrine, and (3) elimination would be consistent with the deregulation philosophy of the current (Reagan) presidential administration. The rationale for requiring public stations to observe a balance requirement may be more philosophical than practical, since their audience is small and their impact predictably minimal. Nevertheless, a balance requirement prevents the use of a government mass media outlet to promulgate an official point of view and provides public stations with discretion in choosing spokespersons to offer contrasting viewpoints and deciding the form in which those views will be presented. (HTH)

ED 237 702 CE 037 704

Ryan, Susan K.
Space Availability in Wyoming's Vocational Education Facilities.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Classrooms; *Disabilities; *Educational Facilities; Facility Guidelines; Facility Requirements; *School Space; Secondary Education; Space Utilization; *Storage; *Vocational Education
IDENTIFIERS- *Facility Evaluation

The space availability in public school vocational education facilities in Wyoming was determined and evaluated. Results were based on teacher response. The service areas involved were vocational agriculture, business and office education, health occupations education, home economics education, marketing and distributive education, and trade and industrial/industrial arts education. Evaluation was based on facility size recommendations communicated in policies and standards manuals for each vocational education service area. Over 75 percent of the vocational agricultural and business and office education teachers reported an adequate number of classroom student stations. A substantial number of teachers in other service areas indicated an inadequate number. Less than one-half of the respondents in vocational agriculture, home economics education, health occupations education, and marketing and distributive education indicated having an adequate teacher office/work area. Over 50 percent of the business and office education and trade and industrial/industrial arts education teachers stated they had adequate storage space. All other service areas indicated a need for more storage space. Accommodations for handicapped students were found to be inadequate. Approximately one-half of all teachers in all service areas indicated a need for facility remodeling. (The survey is appended.) (YLB)

ED 237 785 CE 800 013

Northwesterners Out of Work: The Human Costs of Unemployment. Ideas for Action in Education and Work, Issue 7.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Dislocated Workers; *Emotional Problems; Employment Problems; *Family Problems; *Financial Problems;

Interviews; Job Layoff; Questionnaires; Retraining; *Self Esteem; Stress Variables; *Unemployment
IDENTIFIERS- PF Project; *United States (Northwest)

First of a two-part report on a 1982 study by the staff of the Education and Work program at Northwest Regional Educational Laboratory (NWREL), this issue presents the preliminary findings from questionnaires (and telephone surveys) of 30 unemployed men and women. In order to determine how unemployment affects people, NWREL's study identified and explored the following four categories of problems: (1) economic effects; (2) psychological effects; (3) family/sociological effects; and (4) barriers to further education, retraining, and relocation to find employment. Details on how the study was conducted and how the participants were selected are given. A profile of the unemployed in the Northwest is drawn from an analysis of the responses obtained in the four categories listed above. (EM)

ED 237 816 CE 800 071

Innovations in Continuing Education. 1983 Award-Winning New Programs.
American Coll. Testing Program, Iowa City, Iowa.; National Univ. Continuing Education Association, Washington, DC.

PUB DATE- 83
AVAILABLE FROM- NUCEA and the American College Testing Program (ACT), One Dupont Circle, Suite 420, Washington, DC, 20036-1168 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Awards; *Continuing Education; Curriculum Development; *Educational Innovation; *Health Personnel; *Health Services; *Older Adults; Postsecondary Education; Program Descriptions; *Volunteer Training
IDENTIFIERS- *Antiques; PF Project

Presented are four award-winning projects from the 1983 American College Testing Program (ACT)/National University Continuing Education Association (NUCEA) competition for innovations in continuing education. The projects are categorized according to educational audience. In the category of instruction "Seminars, Courses, and Workshops for Antiquarians," a series of seminars, workshops, and short courses on the antique trade offered at Pennsylvania State University is described. A student services category "Hospital Volunteer Training Program for Prisoners," contains a hospital volunteer training program for long-term inmates of a Massachusetts minimum security prison. The third program, in the category of administration "Patient Relations in Hospitals: A Train-the-Trainer Approach," provides for the training of hospital health care workers. The final project, in the open category "Help: For You and Your Aging Parents," outlines a community service program publicizing the needs of the elderly. Each project description includes institutional affiliation, sources of funding, costs, number of participants, objectives, overview, and impact. (LP)

ED 237 862 CG 017 117

Silka, Linda

Perceptions of Stability and Change in Others and Self.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Change; College Students; Evaluative Thinking; Higher Education; Individual Characteristics; *Intuition; *Personality Change; Self Evaluation (Individuals); *Social Cognitic
IDENTIFIERS- *Person Perception; *Stability (Personal)

Research in the area of person perception has been dominated by the assumption that people seek stable trait information and view others as highly consistent. To examine whether perceivers would have difficulty in thinking of ways that people have changed, and in reporting instances of such change, 120 college students were asked to complete short essays in which they reported areas of constancy and of change in their best friends and in themselves. Results showed change judgments were equally as frequent as judgments of sameness, and this was true in judging others as well as self. Overall, the most frequent reference was to trait attributes, which accounted for 40 percent of all judgments. Such judgments were significantly more likely when describing areas of constancy rather than change, and when describing a friend rather than self. Subjects were more likely to refer to constancy in interests, and more likely to refer to changes in goals and maturation than to constancy in this area. The results provide clear evidence of the richness and diversity of intuitive judgments of change in persons. (JAC)

Hays, Ron; And Others
The Covariation and Factor Structure of Substance Use and Other Health-Related Behaviors in Two Samples.
SPONS. AGENCY- California Univ., Riverside.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *College Students; *Drinking; *Drug Use; Eating Habits; Exercise; Factor Structure; Health; Higher Education; *High School Students; Motivation; Secondary Education; Sleep; *Smoking
IDENTIFIERS- Covariation

Research has revealed relationships among a wide range of substance use behaviors, including smoking, alcohol use, and drug use. To investigate whether a substance use factor emerges when different indicators of substance use, different samples, and three health related issues, (i.e., meal regularity, exercise and hours of sleep) are examined, the patterns of substance use in 226 New England high school students (93 males, 127 females, and 6 unidentified), with a mean age of 16, and in 199 Southern California college students (123 females, 76 males), with a mean age of 21, were studied using an extensive survey questionnaire. The questionnaire assessed meal regularity, drug use, alcohol use, smoking, exercise, and sleep. An analysis of the results showed that drug use, alcohol use, and smoking were significantly related in all four subsamples: high school males and females; and college males and females. Factor analysis indicated that drug use, alcohol use, and smoking formed a cohesive substance use factor, suggesting that different forms of substance use may be attributable to similar motives and that these behaviors may serve related functions for those who engage in them. Although meal regularity, exercise, and hours of sleep failed to show a consistent pattern of relationship, meal regularity did correlate with less drug use and more hours of sleep in all groups except college males. (BL)

ED 237 923 CG 400 198

Papagno, Nancy I.
A Single Model Counseling Group across All Special Needs Children.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Affective Behavior; Counseling Objectives; *Disabilities; Elementary Secondary Education; *Emotional Development; Emotional Disturbances; *Group Counseling; Group Discussion; Learning Disabilities; Mental Retardation; Program Descriptions; Word Lists
IDENTIFIERS- PF Project

A weekly group-counseling session is used with students having a range of mental and emotional disabilities in order to improve awareness and sharing of emotions, increase the repertoire of feeling words, increase listening ability, and develop empathy. Six groups composed of five to seven students each are involved, with students ranging in age from 5 through 22 and in mental ability from moderate mental retardation to much more cognitively capable. The same model works with all groups. The counselor introduces a "cue" for the session, a feeling chosen from a list of words describing emotions. Students share a time when they experienced that feeling or describe what events prompt such a feeling. No attempt is made to coerce sharing. Other students then verbally recall what has been said while maintaining eye contact with the person who said it. Although the model remains the same for all groups, the level of sophistication and the emphases differ based on the nature of the disability. The emotional/behavioral class, for example, develops into a therapy session by year's end. The groups have been successful in meeting their objectives. This document includes an extensive list of cue words from which to choose. (DC)

CS

ED 237 970 CS 007 464

Meyer, Bonnie J. F.; Rice, G. Elizabeth
Effects of Discourse Type on Recall by Young, Middle, and Old Adults with High and Average Vocabulary Scores.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Dec 83
GRANT- 03438; MH-31520
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Classification; Cognitive Style; Comparative Analysis; Descriptive Writing; *Expository Writing; *Learning Strategies; Listening Skills; Memory; Middle Aged Adults; Older Adults; Reading Comprehension; *Reading Materials; Reading Research; *Recall (Psychology); Verbal Ability; Vocabulary Skills; Young Adults
IDENTIFIERS- *Discourse Modes

Discourse can be organized in many different ways, two of these being comparison and a collection of descriptions. These two discourse types correspond to schemata that vary in their organizational components, and these differences can be expected to produce differences in the processing of text. For example, research has shown that for young adults of high verbal ability, the more organized discourse type--comparison--yields better recall of information than does the less organized type--collection--for descriptions of a topic. A study was conducted to explore the view that the learning of information from discourse can be enhanced by matching its organization to the learner's prevalent learning strategy. The subjects, 40 young, 38 middle aged, and 40 old adults, completed a demographic survey, health questionnaire, survey of reading habits, and the Quick Word Test. Scores on the word test indicated that approximately half the subjects in each age group were high verbal and half were average verbal. Subjects read especially constructed passages with different discourse structures and responded to recall questions. Results showed that the comparison structure yielded superior recall for all age groups. No interaction was found, however, among discourse type, age, and verbal ability. (Passages used in the study are included in the text.) (FL)

ED 237 986 CS 207 828

Target: Literature. K-12 Curriculum Guide.
Lincoln Public Schools, Nebr.

PUB DATE- May 82
AVAILABLE FROM- Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, NE 68501 ($11.00, includes handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; Elementary Secondary Education; *English Curriculum; *English Instruction; *Literary Criticism; Literary Devices; Literary Genres; *Literature Appreciation; *Reading Material Selection; *Student Motivation; Textbooks
IDENTIFIERS- Bloom (Benjamin S)

Intended to provide the basis for a lifelong appreciation of literature, this curriculum guide outlines a sequence of instruction for elementary and secondary school students. Used in conjunction with the K-12 Reserved Literature List for the Lincoln, Nebraska public schools, the guide provides grids indicating the appropriate grade level for introducing, focusing on, or reinforcing specific literary content, such as characteristics of literary genres, structural elements, and language devices. It presents sample questions based on Benjamin Bloom's cognitive taxonomy to guide students' exploration of literature from simple recall to the increasingly more complex operations of application, analysis, and evaluation. It also presents thoughts, feelings, and experiences through literature. The resource section of the guide discusses literature's value and teacher and community responsibility to promote student appreciation of great books. It also presents general criteria for selecting instructional materials and specific guidelines for evaluating textbooks for racial or sexual bias. The final section, a glossary of literary concepts, acts as a support for teachers' lesson planning. (MM)

ED 238 017 CS 208 055

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Administrators; Annotated Bibliographies; Business;

Communication Problems; *Communication Research; *Communication Skills; *Doctoral Dissertations; Elementary Secondary Education; Employed Women; Females; Higher Education; Job Satisfaction; *Leadership Training; Males; *Organizational Communication; School Districts; Sex Differences; Sociolinguistics; *Teacher Administrator Relationship; Teacher Behavior; Training Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the communication training needs of managers in large businesses; (2) sociolinguistic signals of role in university office-hour interactions; (3) the determinants of participation in intraorganizational and interorganizational communication networks; (4) organizational communication in elementary schools; (5) barriers to effective communication as perceived by faculty and chairpersons in private undergraduate educational institutions; (6) communication adequacy in the changing organization; (7) communicative correlates of sex role identity and leadership style toward the development of a managerial self-concept; (8) communication satisfaction in private, church related schools; (9) staff peceptions of communications in selected Colorado school districts; (10) communication and the superintendency; (11) perceptions of organizational communication and power among female and male administrators; and (12) the relationship between satisfaction with a school communication system and teachers' work motivation. (FL)

ED 237 632 CE 034 748

Hoxter, H. Z., Ed.

The Forms, Methods and Techniques of Vocational and Educational Guidance: International Case Studies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

REPORT NO.- ED-81/WS/98
PUB DATE- 28 Aug 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Counseling; Career Development; *Career Education; *Career Guidance; Case Studies; *Counseling Techniques; Counselors; Decision Making; Educational Philosophy; Education Work Relationship; Employment Potential; Ethics; Guidance Personnel; *Guidance Programs; Postsecondary Education; Secondary Education; Vocational Adjustment; Vocational Education; Vocational Evaluation
IDENTIFIERS- Arab States; Great Britain; Greece; India; Mexico; Netherlands; Norway; Poland; Rumania; United States; Venezuela; West Germany

Guidance in education is the presentation of knowledge, information, and/or advice to individuals or groups in a structured way so as to provide sufficient material upon which they may base choices or decisions. Counseling in education may be described as the interaction developing through the relationship between a counselor and a person in a temporary state of indecision, confusion, or distress that helps that person to make his/her own decisions and choices, to resolve the confusion or cope with the distress in a personally realistic and meaningful way. Generally, the need for educational and vocational guidance is accepted throughout the world; however, guidance programs in various countries vary according to economic and political conditions and levels of educational and philosophical concepts. Following two papers that present background information on the development of educational and vocational guidance and the ethics of such guidance, this document presents case studies of educational and vocational guidance programs in 12 countries. Those countries are the Arab states, West Germany, Great Britain, Greece, India, Mexico, the Netherlands, Norway, Poland, Rumania, the United States, and Venezuela. Such information as preparation of staff, types of programs, guidance and counseling techniques, and administration of the programs are included for each country. (KC)

ED 237 674 CE 037 598

Pedras, Melvin J.
The Conceptualization and Design of a Staff Development Model for Community College Part-Time Faculty.
PUB DATE- 4 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; *College Faculty; *Community Colleges; Curriculum Development; Delivery Systems; Educational Legislation; Educational Needs; Educational Objectives; Financial Support; *Inservice Teacher Education; Instructional Development; Laboratory Procedures; Legal Problems; Legal Responsibility; *Models; Needs Assessment; *Part Time Faculty; Postsecondary Education; Program Development; Program Implementation; Services; *Staff Development; Teacher Workshops; Vocational Education
IDENTIFIERS- *Clark County Community College NV

A proposed model for the staff development of community college part-time faculty was designed for direct application at Clark County Community College (CCCC) in Las Vegas, Nevada. The model, which was based on a literature review, a survey of professional staff at CCCC, and a review by the CCCC study advisory committee, addresses the following areas: administration of the training, determination of training needs, development and organization of curriculum components, identification of the populations to be served, logistics of the training program, funding, and supportive services. Because most part-time faculty are employed full-time in jobs outside of the college, designers of the model determined that the most feasible way to provide training for these instructors would be through on-campus, short-term workshops held on weekends and during school breaks. The potential curriculum of the training programs consisted of 50 topics dealing with the mission of the community college, institutional development and delivery, legal aspects of education, and classroom and lab management. Supportive services that appear necessary to ensure the success of such a training program include the publication of a part-time faculty handbook and accommodations such as flexible scheduling, released time, or travel funds to help teachers participating in the program. (MN)

ED 237 771 CE 037 833

Oliver, Leonard P.; Feldmann, Ann, Ed.
The Art of Citizenship: Public Issue Forums.
Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Case Studies; *Citizen Participation; *Citizenship; Citizenship Education; Citizenship Responsibility; Comparative Analysis; *Discussion Groups; Futures (of Society); Participative Decision Making; Policy Formation; *Political Issues; Postsecondary Education; Program Content; Program Development; Program Implementation; *Public Affairs Education; Public Policy; Social Action; State of the Art Reviews
IDENTIFIERS- *Public Issue Forums; *United States

This study examines past and present public issue forums and their role in the United States political system. The first chapter describes traditional forms of the public forum such as town meetings, neighborhood societies, lyceums, university extension programs, and settlement house networks. Analyzed next are the content, organization, and effectiveness of the following modern forum movements: The Studebaker Forums (1932-40); the U.S. Department of Agriculture's Schools of Philosophy and Farmer Discussion Forums (1935-40); the Foreign Policy Associates Great Decisions Program (1955-present); the National Endowment for the Humanities Bicentennial American Issues Forum (1975-76); the American Association of Community and Junior Colleges' National Energy Forum (1980); the Twin Cities Citizens League (1952-present); and Swedish Study Circles (1903-present). Various lessons to be learned from the case studies are covered, including issues raised by the case studies (an overriding sense of mission, centralized versus decentralized management, timing of the program, local sponsorship, use of national organizations, issue selection, materials, use of media, leadership training, formats for discussions, getting beyond the typical forum audience, and citizen response); the Swedish study circles and the American context; and future public forum movements. The final chapter deals with the Domestic Policy Association, the United States' newest national issues forum. (MN)

ED 237 801 CE 800 055

Thompson, Catherine
The Future of Family Life. Overview: ERIC Fact Sheet No. 13.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Clothing; Consumer Education; Day Care; Employed Women; *Family Life; Family Problems; Family Structure; *Futures (of Society); *Home Economics Education; Home Management; Nutrition; Resource Materials; *Social Change
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet presents an overview of current and projected changes in American family life, along with implications of those changes for home economics educators. Topics which are covered include: (1) changing family structures; (2) working women and homemakers; (3) family problems such as divorce, adolescent sexuality and pregnancy, violence and neglect, and narcissism; (4) the need for child care and child development programs; (5) consumer education with an emphasis on responsible consumption and energy conservation; (6) home management, especially money management; (7) social and psychological effects of the household environment on family members and the use of the home as a learning center; (8) nutrition and food; and (9) economic, social, and psychological concerns related to textiles and clothing. A bibliography is included which cites three resources, one of which is available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 846 CG 017 100

Krout, John A.
Knowledge of Senior Center Activities among the Elderly.
SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Day Care; *Adult Programs; Gerontology; *Information Sources; *Knowledge Level; *Older Adults; Predictor Variables; *Social Services; Social Support Groups
IDENTIFIERS- *Senior Citizen Centers

In the past few decades, senior centers have developed at an exponential rate. To investigate elderly citizens' knowledge of senior center activities and services, 250 white older adults (125 center users and 125 nonusers) from a small urban community were personally interviewed about the services and activities provided by their local senior center. An analysis of the demographic data showed that the subjects were mostly married female homeowners with a median age of 71. Annual income was under $7500, and the majority had lived in the community for 50 years. All subjects were aware of the existence of the community senior center and 99 percent could correctly identify its location. Only a small minority of the sample was aware of any services, other than the 83 percent who were aware of the hot lunch program. The local newspaper, family, and friends were the most cited sources of information by nonusers. As would be expected, center users were more aware of activities than nonusers. Dinner parties, cards, square dances, bingo, trips, and clubs, respectively, were the most recognized activities of the senior center. Center users identified the senior center publication as their major source of information. (BL)

ED 237 877 CG 017 132

Stalling, Richard B.; Green, Daniel R.
Overjustification: Constraint, Contrast, or Competence?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- College Students; *Competence; *Feedback; Higher Education; *Motivation; *Rewards
IDENTIFIERS- *Overjustification

An "overjustification effect" is inferred if following reward for an intrinsically interesting activity, individuals subsequently show less interest in the activity than do comparable individuals who receive no reward. It is not clear which situations produce this effect and which produce an opposite or "reward" effect. To determine whether reward value is negatively or positively associated with the overjustification effect or whether reward value interacts with competency feedback, 96 college students were asked to play four games of the electronic game, Simon. Three levels of payment (no payment, $0.90, and $3.00) and two levels of verbal feedback (no feedback and favorable competency feedback) were used. Three dependent measures were analyzed: amount of play during an 8-minute waiting period, liking indicated on a 7-point scale, and number of hours volunteered for a similar experiment. Results indicated that decreased postcontingency play, an overjustification effect, occurred only for subjects who received both higher payment and favorable feedback on their performance. This result which is not congruent with much of the overjustification literature, was interpreted in terms of Levine's notion of perpetual contrast. It may be that a combination of money and favorable feedback functioned as a higher reward than either factor alone and only the combination was large enough to produce the contrast effect. (JAC)

ED 237 892 CG 017 147

Gottfredson, Gary D.; And Others
The School Action Effectiveness Study: Second Interim Report. Part I. Report No. 342.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 83
GRANT- 80-JN-AX-0005; 82-JS-AX-0037; NIE-G-80-0113
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; *Delinquency Prevention; *Evaluation Methods; Measurement Techniques; *Nontraditional Education; *Outcomes of Education; Program Development; *Program Effectiveness; Program Evaluation; Psychometrics; Secondary Education; Youth Problems

This report, prepared by the Delinquency and School Environments Program, describes further interim results of the program's national evaluation of the Alternative Education Program of the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The report is directed primarily to project implementers and to the OJJDP and is organized in two sections: the first presents a discussion of topics relevant to the entire study. Chapter 1 recapitulates briefly the first chapter of the first interim report to provide a quick introduction for those unfamiliar with the Alternative Education Program. Chapter 2 reviews chapters 2-4 of the first interim report to outline the record of accomplishment of earlier delinquency prevention efforts, and the program development evaluation. Chapter 3 describes changes made in the measures used in the school action effectiveness study. Chapter 4 describes the kinds of delinquency prevention projects in the initiative, the major influences on the evaluation, and the development of the prevention projects during the second year of the Alternative Education Program. Chapter 5 provides an overview of the school-level evaluation results. Chapter 6 summarizes information about the effects of interventions targeted at high-risk individuals for projects that have such targeted interventions as distinct, evaluatable components. The final chapter draws implications and makes recommendations. Part 2 of the report consists of 14 independent reports of the prevention project. The appendices contain detailed statistical tables and other material relating to the results summarized in part 1. (JAC)

ED 237 939   CS 007 423

Baumann, James F.
The Frequency and Placement of Main Ideas in Children's Social Studies Textbooks: A Modified Replication of Braddock's Research on Topic Sentences.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Critical Thinking; Elementary Education; *Reading Comprehension; Social Studies; *Student Needs; Textbook Evaluation; Textbook Research; *Textbooks
IDENTIFIERS- *Inference Comprehension; *Main Idea; Theory Practice Relationship

To determine the frequency of simple main ideas (explicit statements found in a single T-unit), delayed completion main ideas (explicit statements using no more than two T-units), and inferred main ideas in social studies textbooks, 100 passages from second, fourth, sixth, and eighth grade textbooks were analyzed. Results of the study revealed that only 27% of the passages contained simple section main ideas, 44% of all paragraphs contained simple main ideas, and 27% of all paragraphs began with simple main idea statements. Taken collectively, the results suggest that readers of these textbooks must rely heavily on their inferential comprehension ability to identify main ideas. These findings indicate that (1) teachers need to provide students with adequate instruction in comprehending main ideas, especially implicit main ideas; (2) educators and researchers must provide teachers with effective comprehension strategies; and (3) publishers must be more diligent in requiring authors of content textbooks to directly state section and paragraph main ideas. (MM)

ED 237 954 CS 007 442

Meyer, Linda A.; And Others
Evaluation Research in Basic Skills with Incarcerated Adults. Technical Report No. 303.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Basic Education; *Basic Skills; *Comparative Analysis; Computer Assisted Instruction; *Computer Managed Instruction; *Conventional Instruction; Correctional Education; Educational Research; Individualized Instruction; Language Arts; Males; Mathematics Instruction; Pacing; *Prisoners; *Program Evaluation; Reading Ability; Reading Comprehension; Reading Instruction; Teaching Methods

To evaluate the relative effectiveness of traditional versus computer managed instruction (CMI) basic skills programs for incarcerated adults, 359 male inmates from three traditional self-paced and three PLATO/CMI programs were given pretests in the Test of Adult Basic Education (TABE) and the Tennessee Self-Concept Scale (TSCS). Following three months of basic skills instruction, 47% of the original sample were administered TABE and TSCS posttests. Results showed significant gains for all students in language, math, and reading, with the greatest gains in language and the least in reading comprehension. Problems in administering and scoring the self-concept scale invalidated that test's results. Findings failed to indicate a way of using information on student age, ethnicity, type of prison sentence, and institution's security level to predict which students would gain the most from either classroom or CMI instruction. (MM)

ED 238 002 CS 208 036

Sledge, Andrea Celine
Three Methods of Extending Understanding and Appreciation of Literature: A Review of the Research.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; Elementary Secondary Education; *Literature Appreciation; Literature Reviews; Logical Thinking; Metacognition; Models; Psycholinguistics; *Reading Comprehension; *Reading Instruction; *Reading Strategies; Sentence Combining; *Teaching Methods
IDENTIFIERS- Cognitive Dissonance; Comprehension Monitoring; Directed Reading Thinking Activities; *Reader Text Relationship; Reading Writing Relationship

Teaching reading comprehension as a process rather than a product demands new instructional techniques. As the psycholinguistic model of reading suggests, readers use prior knowledge and linguistic competence to confirm, reject, or revise predictions on the text's meaning. Methods increasing readers' consciousness of their role in the comprehension process, therefore, lead to increased reading understanding. Such methods include the Directed Reading-Thinking Activity (DR-TA), exploitation of cognitive dissonance, and sentence combining. DR-TA, which involves (1) generating predictions, (2) creating hypotheses, (3) testing assumptions and purposes, and (4) confirming, rejecting, or revising hypotheses, can enhance literature comprehension as readers learn how wrong expectations are used to produce an effective story. The perception of logical inconsistencies, cognitive dissonance, encourages rethinking of the text, thus promoting the construction of meaning. Sentence combining, which exercises the memory function and develops the ability to synthesize, teaches readers that word groups must be treated as meaning units in order to be manipulated successfully. All of these methods are well suited for aesthetic or literary reading. (MM)

ED 237 646 CE 037 374

Disney, Christine
Towards the Electronic Office. An Overview of the Curricular Implications of New Technology for Office and Business Education and Training. An Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-30-X
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computer Literacy; Curriculum Development; *Educational Needs; Educational Trends; *Futures (of Society); *Job Skills; *Office Occupations Education; Postsecondary Education; *Technological Advancement; Word Processing
IDENTIFIERS- *Great Britain

Through a review of a number of surveys and research reports, an overview was prepared of the implications of increasing office technology on industry and educational requirements in the United Kingdom. The review found that business and industry are involved in an increasingly rapid change to new equipment and that the distinctions between office, communications, and computer equipment are disappearing. More skills are needed by staff members, especially more in-depth knowledge of office systems based on integrated new technology. However, the review concluded that colleges of further education are not often reacting adequately to the challenge. Equipment and supportive material are lacking and many colleges are becoming less competitive in this area, compared to outside training agencies. Although syllabuses are being modified to relate to specific aspects of new office technology, no move appears to be taking place toward the adoption of a curriculum

capable of giving a more generalized approach to this expanding technology. It was recommended that as new and more powerful equipment is increasingly introduced into offices, more attention be paid in education to the understanding of the processes being served by this equipment, so that when the equipment changes, more fundamental skills associated with information processing and interpretation remain useful. This requires a system rather than a component approach. In addition, teachers should take courses to prepare for the task ahead, and curriculum must be developed to meet it. (KC)

ED 237 660 CE 037 536

Dik, David W.; Giacomi, Katherine W.
60 Apples--Utilizing Electronic Technology to Enhance and Enrich Adult Learning.
PUB DATE- Nov 83
AVAILABLE FROM- Cornell Cooperative Extension, 111 Roberts Hall, Cornell University, Ithaca, NY 14853 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; *Adult Programs; Adult Students; Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; Computer Programs; Computers; Educational Needs; Educational Objectives; *Microcomputers; Participant Characteristics; Postsecondary Education; *Program Development; Program Effectiveness; Program Implementation; Programing; *Rural Education; Word Processing
IDENTIFIERS- Apple II; New York (Steuben County)

A project was conducted to introduce adults in a rural community in New York to Apple computers. Adults in the Addison School District of Steuben County were recruited through the county cooperative extension program and through high school and elementary school bulletins. Four courses were conducted with from 10 to 25 adults in each four-part course. The courses aimed to make adults computer literate, to show them how the computer could be of help in their businesses or farms, and to familiarize them with what their children were learning in school. The four sessions of the course focused on the following topics: introduction and overview, subject matter exercises, word processing, and programming and evaluation. Program participants were almost uniformly enthusiastic about their experience with computers. Most would be willing to continue to learn more about computer, and none demonstrated the "computerphobia" that had been expected. The project directors did note, however, that a course in typing would be beneficial to all persons before they start to learn to use computers and would alleviate the frustration of laboriously pecking out sentences to learn how to use the word processor. (Suggestions for program development are given in the document appendix.) (KC)

ED 237 688 CE 037 640

Smith, R. C.
Seven Special Kids: Employment Problems of Handicapped Youth.
MDC, Inc., Chapel Hill, N.C.
SPONS. AGENCY- Office of Youth Programs (DOL), Washington, D.C.
PUB DATE- Jun 83
CONTRACT- 27-37-80-01
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Educational Legislation; Education Work Relationship; Elementary Education; *Employment Problems; Employment Programs; *Federal Legislation; Federal Programs; Job Training; Mainstreaming; Mental Retardation; Models; Physical Disabilities; Postsecondary Education; Vocational Education; Youth; *Youth Employment; *Youth Problems; Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; *Education for All Handicapped Children Act; Impact; *Job Training Partnership Act 1982

A study of the employment problems facing physically and mentally handicapped youth is reported. To illustrate the main points, results of extensive interviews with seven handicapped youth are juxtaposed with statistics and findings. The study looks at the continuum of services offered to handicapped individuals, including understanding the disabilities and teaching mainstreamed students, teaching and training handicapped youth through vocational education, and postsecondary training and employment of handicapped youth. The impact of the Education for All Handicapped Children Act of 1975 is assessed with emphasis on parent involvement in the Individualized Education Program process and Congress's failure to appropriate money. The level of service to handicapped youth by vocational education in high schools and the involvement in Comprehensive Employment and Training Act programs by handicapped youth are also discussed. The continuum of service from preschool to employment is then presented as exemplified by several exceptional programs. A narrative follows of events of 1982, during which the gains registered by advocates for the handicapped population were tested in all branches of the federal government. Recommendations are made regarding creation of a national commission to study the economics of preparing handicapped individuals for work and amendments to and implementation of the Job Training Partnership Act. (YLB)

ED 237 716 CE 037 718

Westfall, Barbara C.; Myer, Donna Foster
Paraprofessional Skills I and Paraprofessional Skills II. An Instructor Resource Guide. An Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.
Baptist Coll. at Charleston, SC.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Cardiovascular System; Child Development; Child Rearing; Classroom Techniques; Core Curriculum; Diseases; *Family Health; First Aid; Guidelines; *Health Education; Health Needs; Health Personnel; Higher Education; Home Health Aides; Human Body; Hygiene; Instructional Materials; *Job Skills; Learning Activities; Older Adults; *Paraprofessional Personnel; Pregnancy; Reproduction (Biology); Resource Units; Rural Areas; *Rural Education; Student Evaluation; Teaching Methods

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching a course in paraprofessional skills. Covered in the first section of this guide are the role of paraprofessional skills in rural health promotional training, general objectives and recommendations for instructors, suggested laboratory procedures, references, and recommended course texts. A series of unit overviews dealing with the following topics are provided: disease and illness, disorders and diseases of the body systems, the cardiovascular system, disorders and diseases of the reproductive tract, maternal and child health, health care needs and problems of the geriatric client, and first aid and emergency. Each unit overview contains general and specific objectives and a content outline. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

ED 237 730 CE 037 739

Bhola, H. S.; And Others

The Promise of Literacy. Campaigns, Programs and Projects. Report of the International Seminar on Campaigning for Literacy (Udaipur, India, January 4-11, 1982).

German Foundation for International Development, Bonn (West Germany).; International Council for Adult Education, Toronto (Ontario).

REPORT NO.- ISBN-3-7890-0882-6
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Adult Literacy; Demonstration Programs; *Developing Nations; Foreign Countries; *Illiteracy; *Literacy Education; *National Programs; Program Descriptions; *Program Development; Program Implementation; Seminars
IDENTIFIERS- Bangladesh; Botswana; Burma; Cuba; Ethiopia; India; Iraq; Kenya; Nicaragua; Nigeria; Sierra Leone; Somalia; Sudan; Tanzania; Thailand; Vietnam; Zambia

This report on the International Seminar on Campaigning for Literacy at Udaipur, India is divided into three main parts. Part 1 describes the context and background of the seminar, its specific objectives, and the organization and procedures of the seminar. Part 2 provides an overview of the seminar proceedings. The inaugural statements are summarized to provide a framework to the deliberations. Reports follow that were presented by two sets of countries--those who had experience in conducting reputedly successful mass literacy campaigns (Somalia, Tanzania, Burma, Vietnam, Cuba) and those who had recently decided to conduct a mass literacy campaign or were planning to do so (Botswana, Ethiopia, Iraq, Kenya, Nigeria, Sierra Leone, Sudan, Zambia, Bangladesh, India, Thailand, Nicaragua). A section entitled "Conversations" reports on the concerns expressed, questions raised, and issues discussed by the participants. The section "Convergences" includes memoranda formally accepted and declarations made by the seminar participants generally. Part 3 discusses possibilities of transfer of experiences across the various countries, plans of individual nations, and possibilities of international cooperation. Appendixes provide information on the agencies that supported the seminar and on its participants and program. A short bibliography on literacy

planning and implementation of literacy programs is included. (YLB)

Eggett, A. J.
Basic Electricity/Electronics. Learning Guides.
Competency-Based Individualized Vocational Education Consortium, Addison, IL.; Vermilion Occupational Technical Education Center, Danville, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept of Adult, Vocational and Technical Education.
PUB DATE- 82
CONTRACT- R-32-63-X-0333-130
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Competence; Competency Based Education; Course Content; *Educational Resources; *Electricity; *Electronics; High Schools; Individualized Instruction; Instructional Materials; Learning Activities; Learning Modules; Programed Instructional Materials; Study Guides; Units of Study; Vocational Education
IDENTIFIERS- Illinois

This packet consists of 22 student learning guides for high schoo vocational education students in Illinois. The guides contain tasks for a course in electricity/electronics. Each task guide identifies the task and its purpose and provides a learning contract for the student and teacher to sign. Information on the learning contract consists of a terminal performance objective and microperformance objectives. For each microperformance objective, learning steps are listed, along with resources to complete the steps. Some task guide contain information sheets and some contain evaluation sheets with answers. Topics covered in the guides include the following: safety practices in the use of electrical tools and equipment, schematics, hand tools, soldering, basic electricity, Thevenin's and Norton's theorems, alternative power sources, Ohm's Law and power, electrica measurements, resistors and resistance, series resistive circuits,

parallel resistive circuits, magnetism, electromagnetism, audio signal generators, inductance, capacitive circuits, RLC circuits, A power, and semiconductors. (Some topics are covered in more than on task guide.) The task guides are designed for use in a competency-based individualized course. (KC)

ED 237 758 CE 037 799

Kouzekanani, Kamiar; Knight, James A.
Strategies for the Recruitment, Retention, and Placement of Students in Vocational Education Program Areas Not Traditional for Their Sex.
PUB DATE- 4 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Job Placement; Literature Reviews; *Nontraditional Occupations; Nontraditional Students; Postsecondary Education; Program Development; *School Holding Power; Secondary Education; *Sex Fairness; *Student Recruitment; *Vocational Education; Work Attitudes

This study was conducted to identify and document the most widely used strategies for the recruitment, retention, and placement of students in vocational education programs not traditional for their sex. Nearly 100 pieces of literature related to sex equity in vocational education found in the Educational Resources Information Center (ERIC) database were reviewed. The following were identified as the most widely used strategies for the recruitment of students for vocational education program areas not traditional for their sex: use of role models, parental involvement, prevocational classes and workshops, community involvement, active encouragement of prospective students, publicity/promotional activities, use of sex-fair media and informational materials and inservice training of teachers. The following activities were found to be useful for retaining students in vocational education program areas not traditional for their sex: supportive groups, moral support and explicit support of teachers and counselors, personnel training and awareness raising, unbiased language in the classroom, and placing nontraditional students in the same classes. Finally, the following activities were identified as being useful for the placement of nontraditional students in occupations related to their training: public relations, workshops for employers, student training, publicity, and promotional activities. The review concluded that sex equity actions should be expanded and be conducted continuously so that sex-fair attitudes and procedures will become standard. (KC)

ED 237 831 CG 017 085

Spencer, Boyd; And Others

Deviation from Wiggins' Circumplex Model in Student and Adult Populations.

PUB DATE- 7 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Age Differences; Behavior Patterns; College Students; *Congruence (Psychology); Higher Education; Models; *Personality Measures; *Personality Traits; *Response Style (Tests); Self Evaluation (Individuals)
IDENTIFIERS- Wiggins Interpersonal Adjective Scale

Research on trait descriptions of interpersonal behavior tends to converge on a two-dimensional representation in which descriptive variables are arrayed in a circular fashion around the major axes of affiliation and dominance. Wiggins' self-report adjective checklist (1979) reflects this theoretical ordering. To explore the utility of Wiggins' instrument and model, 72 adults and 97 college students completed the Wiggins Interpersonal Adjective Scale. The order of the adjectives was randomized and subjects were asked to rate how descriptive each adjective was to them. For each sample, maximum likelihood estimates of the population correlation coefficient were computed under the assumptions of circumplexity and these hypothetical latent variables were used to interpret the data. Results from the adult sample indicated that Wiggins' circulant taxonomy of interpersonal behaviors can be extended to adult populations, although deviations from bipolarity were noted. The student sample results, however, indicate that response style factors can play a very strong role with this checklist, even when a general style factor is eliminated. Results suggest that evaluations of circumplex models should consider simple structure models as the most likely alternative. (JAC)

ED 238 034 CS 504 332

Koch, Susan E.
Rhetorical Epistemology and Critical Organizational Communication Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Standards; Cognitive Development; Employer Employee Relationship; *Epistemology; Organizational Climate; *Organizational Communication; *Organizational Theories; Research Methodology; *Research Needs; *Rhetoric; Social Behavior; Speech Communication
IDENTIFIERS- *Theory Practice Relationship

Rhetoricians have shown both that any description of reality is inherently incomplete and that the only way to cope with this incompleteness is to continually search for more encompassing perspectives. What this says to organizational theorists is that critical approaches to the study of organizational communication should take a rightful place alongside the more accepted normative and naturalistic studies. Through such inquiry, critical research could (1) provide a complete description of the current state of affairs in the organization, (2) examine the development of the described reality, (3) expose constraints in the process of reality definition, (4) determine in whose interest the constraints are being maintained, and (5) decide whether those interests are the interests that should be supported. Through the use of rhetorical theories, organizational consultants can offer members of an organization a conceptual framework for making sense of their experience. Such frameworks would not try to make changes in workers' beliefs as much as they would try to make sense out of what workers already implicitly know: that their organizations are run according to rules they either do not understand or find unfair. (HOD)

ED 237 703 CE 037 705

Worthington, Robert M.
Vocational Education and Excellence for the 1980s: Challenges, Responses, and Issues.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Assessment; *Educational Improvement; *Educational Quality; Postsecondary Education; Program Evaluation; *Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- *Excellence (Quality); National Commission on Excellence in Education

Four kinds of measures of excellence are currently used in evaluating vocational education: components and process, occupational impact, equity, and individual student development. None of them displays the kind of precision that characterizes measures in the physical sciences. Furthermore, the nature of the enterprise to which these measures must be applied--vocational education--presents complications. Vocational education is not a single, homogeneous program, but many programs with differing purposes offered in various types of institutions. A further problem is that some of these measures are more pertinent for some varieties of vocational education than others. In addition, no general agreement exists on how the weighting of measures of excellence must be done. To achieve relevance, a notion included in excellence, vocational education also must adapt to the "dimensions of change"--technological, economic, and demographic. Vocational educators have identified areas where program improvement efforts might best be concentrated. Problems that will affect the extent to which the excellence of vocational programs can be enhanced include the need for better evaluation; choice of precedence of program improvement actions; roles of federal, state, and local agencies; and obtaining of accurate, usable manpower demand data for program planning. (YLB)

ED 237 786 CE 800 034

Clark, Marilyn; Nelson, Judith
Northwesterners Out of Work: The Effects of Job Dislocation. Ideas for Action in Education and Work, Issue 8.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- Attitudes; Case Studies; *Emotional Problems; Employment Problems; *Family Problems; *Financial Problems; *Job Layoff; Questionnaires; Retraining; *Self Esteem; Stress Variables; *Unemployment
IDENTIFIERS- PF Project; *United States (Northwest)

Second in a two-part report on a 1982 study by the staff of the Education and Work program at Northwest Regional Educational Laboratory (NWREL), this issue presents the complete findings from case studies of 44 unemployed men and women. In order to determine how unemployment affects people, NWREL's study identified and explored the following four categories of problems: (1) economic effects; (2) psychological effects; (3) family/sociological effects; and (4) barriers to further education, retraining, and relocation to find employment. Following a brief review of the literature on displaced workers, a profile of the NWREL study participants is given. Findings from the study are discussed for the four categories listed above. In addition, attitudes of displaced workers about the present and future are reported along with expressed needs for services. Recommendations for solutions to the problem of the dislocated worker are offered for the individual, for employers, for unions, for human service agencies, and for education and training organizations. Further study is indicated which will focus on the dynamics of coping with the unemployment experience. For more information and insight into the displaced workers and their problems, 15 publications are recommended. (EM)

ED 237 817 CE 800 078

Burgenbauch, Susan; Cooney, Joe

Regional Occupational Program (ROP) Office Occupations Entry Standards Assessment.

San Mateo County Office of Education, Redwood City, CA.

PUB DATE- Nov 79

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Basic Skills; Clerical Occupations; Computation; Job Skills; *Job Training; Listening Skills; Mathematics Skills; *Minimum Competencies; *Occupational Tests; *Office Occupations; Reading Comprehension; *Screening Tests; Secondary Education; Vocational Evaluation; Writing Skills

The purpose of this skills assessment instrument is to determine if a student has the basic mathematics, reading, writing, and listening skills needed in training for office occupations. The instrument contains 29 items which test mathematical computation skills; reading comprehension; understanding of percentages and fractions; ability to read graphs, business forms, and charts; knowledge of grammar, punctuation, and spelling; and ability to take messages. The last page contains a spelling word list and sentences for spelling dictation. A telephone message which the counselor is to read to the student is also included. (DC)

ED 237 863 CG 017 118

Guyot, Gary W.; Vollemaere, Erik
Biological Sex, Sex-Role, and Self-Actualization of College Students
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Androgyny; *College Students; Higher Education; Personality Theories; *Self Actualization; Self Concept; Sex; *Sex Differences; *Sex Role
IDENTIFIERS- Bem Sex Role Inventory; Personal Orientation Inventory

Self-actualization, which involves the ultimate development of one's abilities regardless of external influences, is the basis for many personality theories. To assess the relationship between biological sex, sex role, and self-actualization, the Bem Sex Role Inventory (BSRI) and the Personal Orientation Inventory (POI) were administered to 129 male and 264 female college students. Subjects were asked to answer the POI for present and future. Results seemed to contradict an androgynous-positive model of fully functioning human responses suggested by Bem (1974) and Maslow (1954). However, there was considerable support for the masculine-positive model especially for present POI scores. There was a linear relationship with POI scores, using Bem's five sex role categories, from masculine (high POI scores) to feminine (low POI scores). In addition, future POI scores were significantly higher than present scores in the androgynous, near feminine, and feminine groups. Finally, females scored higher on the POI than males. Regression analyses of biological sex and BSRI masculine and feminine raw scores on the POI showed support for a masculine-positive, female-positive, feminine-negative model (in that order) for present POI scores and for a female-positive, feminine-negative, masculine-positive model (in that order) for POI future scores. It was concluded that masculine sex role, not androgyny, is related to self-actualization, and that females may be going to college for more self-actualizing reasons than males. (Author/JAC)

ED 237 908 CG 017 165

Romero, Dan; And Others

Teaching Ethnic Psychology to Undergraduates: Course Development, Delivery, and Evaluation.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Affirmative Action; American Indians; Asian Americans; Blacks; *Course Content; *Course Evaluation; *Curriculum Development; Educational Innovation; *Ethnic Studies; Higher Education; Hispanic Americans; Professional Education; Program Descriptions; *Psychology; Undergraduate Study

This paper discusses the development, delivery, and evaluation of university undergraduate courses in ethnic psychology, which is defined as research and literature about four major racial/ethnic minority groups, Asian American/Pacific Islanders, Black Americans, Hispanic Americans, and Native Americans. Following a brief history of the role of professional psychology in addressing ethnic issues, especially the actions of the American Psychological Association (APA), research on the current status of ethnic psychology courses nationwide, is presented. An undergraduate ethnic psychology course offered in the fall of 1982 is described including format, course requirements and grade assignments (a list of presenters is included in the appendix). Issues in course delivery are addressed (e.g., student reactions, course content, assessment and grading), and characteristics of students enrolled in the course are described. Students' evaluations of the course and instructors' evaluations of students are also discussed. Six detailed recommendations dealing with organizational, departmental, and faculty and student roles in undergraduate ethnic psychology courses complete the paper. (MCF)

ED 237 924 CS 007 150

Zemmels, Elizabeth

Perris Valley Junior High School's Language Processing for Grades 7-10.

Perris Union High School District, Sun City, CA.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Interdisciplinary Approach; Junior High Schools; *Language Processing; Logical Thinking; Problem Solving; Program Descriptions; *Reading Programs; Reading Skills; Teaching Methods
IDENTIFIERS- California (Perris); PF Project

An ongoing, interdisciplinary reading program for students in grades 7-10 in Perris Union High School District (California) is described. Initiated in 1979 as a result of low reading scores, the program divides all incoming seventh grade students into homogeneous groups. In the first 6 weeks of school these new groups meet once a day for 50 minutes to complete the Formula-Three Reading, Spelling, and Learning Program. Students learn word attack, problem-solving, and logical reasoning. Following this initial phase, groups rotate from teacher to teacher for 6-week blocks. No texts or packaged programs are used. Teachers adopt and create their own materials in order that students can apply the skills they acquired in phase 1. As students improve, they are promoted to higher level groups. Because all teachers participate in the program in rotating shifts, students benefit from a variety of teaching strategies, while teachers have the experience of working with all ability levels. Results of the program indicate that the initial class of seventh graders, whose reading level was an average of 2 years below norm, had raised their reading levels an average of 4 years during 3 years of the program. (LP)

ED 237 802 CE 800 056

Waiters, Josephine
Tailoring Vocational Education to Adult Needs. Overview: ERIC Fact Sheet No. 14.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Adult Programs; *Adult Students; *Adult Vocational Education; Educational Objectives; Financial Support; *Individual Needs; Postsecondary Education; Program Descriptions; Resource Materials
IDENTIFIERS- ERIC; Fact Sheets; PF Project

Vocational education has been altered to meet the needs of the growing number of adults participating in educational activities. Adult vocational education is a process by which adults prepare to enter an occupation or upgrade a present occupation. Programs and activities are designed to develop basic education skills, enhance occupational and career awareness, and support job preparation. Funds for adult vocational education generally come from three categories: public, private, and school-business cooperative programs. When designing programs, it should be kept in mind that adult learners are independent, have a reservoir of occupational experience which can serve as a resource, and have a problem-centered rather than a subject-centered orientation. Examples of programs and curriculum include: (1) teaching material developed by the Vocational-Technical Education Consortium of States (V-TECS); (2) the Performance-Based Adult Vocational Education Project (PAVE) and the Competency-Based Adult Vocational Education Project (CBAVE); and (3) the 916 Area Vo-Tech School in Minneapolis, Minnesota. Adult populations which have received special attention from federal legislation include women, the disabled, the disadvantaged, and older adults. This fact sheet includes a bibliography of six resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 878 CG 017 133

Garbarino, James; Vondra, Joan
Intervention in Child Maltreatment.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Child Abuse; *Community Support; *Delivery Systems; Family Problems; *Family Programs; Intervention; Parent Child Relationship; Parent Rights; *Prevention; Social Services; *Social Support Groups; State of the Art Reviews

The prevention of child abuse is bound up in the joining together of social nurturance and social control, which flow directly from the concept of support systems. Families involved in maltreatment are likely to be cut off from prosocial support systems. In contrast to psychiatric approaches, more recent behavioristic methods concentrate on parents' specific caregiving practices. Intervention efforts must move beyond the family by enlisting the services of individuals and groups who help to create the family's social context. Methods of alerting children as well as their parents to available community resources are of vital importance. Many factors spell the difference between the ideal and the reality of day to day delivery, including social stigma, cost benefit, and cost effectiveness. Continuing community support is the key to improved family functioning. Successful support programs should accomplish five goals: (1) improving the social skills of the parent; (2) enlarging the resource base of the parent's social network; (3) enhancing the prosocial orientation of the network by linking the parent to mainstream community values and institutions; (4) reducing the degree to which the parent is a resource drain on the network; and (5) providing greater positive surveillance of the family. Four major program models currently in use are family support programs for high risk mothers, family-centered childbirth, directed self-help groups, and community efforts to provide more nurturance and feedbck to families. These approaches emphasize social support and social control with varying degrees of voluntarism on the client's part. The protective function of parents' privacy must also be considered. (JAC)

ED 237 893 CG 017 148

Paulhus, Delroy; Martin, Carol
Predicting Adult Personality from Minor Physical Characteristics.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Development; *Behavior Problems; College Students; Congenital Impairments; Foreign Countries; Higher Education; Hyperactivity; Personality Problems; *Personality Traits *Physical Characteristics; Predictor Variables; Sex Differences
IDENTIFIERS- Canada; *Minor Physical Anomalies

While minor physical anomalies (MPAs), a set of 17 non-obvious but measurable characteristics of the hands, face and feet, have been linked to a number of behavioral syndromes in children, such personality correlates of MPAs in adults have not been studied. To explore the relationshp between MPAs and temperament in a college sample, 114 students (74 males, 40 females; 74 Caucasian, 36 Oriental, 4 other) completed a battery of personality tests and lifestyle questionnaires, then were examined for MPAs (e.g., attached ear lobes, fine-electric hair, multiple hair whorls, curved fifth finger, and steepled palate). Analyses of results for the 74 Caucasians showed that 25 of 30 correlations evidenced a positive relation between MPAs and temperament. Among males, correlations with MPAs were significant for the Physical Activity and Clumsiness factors of the lifestyle inventory as well as for the emotionality, extraversion, sex-role and Type A personality measures. No significant correlations were found for females. The observed results provide further evidence that temperament has a biological basis. The relationship with MPAs supports a congenital explanation for temperament, and may provide a useful tool for further research. (JAC)

ED 237 894 CG 017 149

ED 237 940 CS 007 424

Marzano, Robert J.
A Concept Development Based Approach to Vocabulary Instruction.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTIONS- *Concept Formation; *Concept Teaching; Elementary Education; *Language Arts; Language Experience Approach; *Teaching Methods; *Vocabulary Development; Vocabulary Skills; Word Lists

Vocabulary development, operationally defined as the isomorphism between an individual's store of concepts and the labels society uses to represent those concepts, is akin to concept development. Therefore, vocabulary development can be facilitated if presented in clusters of related concepts. One approach used to reinforce such basic concept clusters involves students in four steps: (1) brainstorming for words similar or related to the words from the representative concept list; (2) visualizing the meaning of each word; (3) using concepts generated during the first step in as many different forms as possible; and (4) examining affixes to identify derivational forms of words used in the first activity. Students can also use macrostructures, made from groups of related structures, as topics for language experience stories and as a broad framework for concept and vocabulary development. (Appended is a list of 430 concept clusters, derived from 7,000 most frequently used words in elementary school textbooks, arranged in such a way as to be easily grouped into macrostructures.) (HOD)

ED 237 955 CS 007 443

Smith, Lynn C.; And Others
Effects of Activating Background Knowledge on Comprehension of Expository Prose.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Area Reading; Grade 6; Intermediate Grades; Learning Strategies; *Prior Learning; Readability; *Reading Comprehension; *Reading Research; *Recall (Psychology); *Schemata (Cognition); Textbook Content
IDENTIFIERS- *Prose Learning; Reader Text Relationship; Reading Writing Relationship

A study examined students' ability to comprehend consistent or inconsistent text when activating relevant or irrelevant background knowledge. Fifty-five grade six students reading at or above grade level were randomly assigned to one of four treatment groups: activated/consistent, nonactivated/consistent, activated/inconsistent, and nonactivated/inconsistent. Activated subjects wrote down background knowledge related to a science textbook passage, while nonactivated subjects wrote down background knowledge for an unrelated subject. Subjects then read consistent or inconsistent forms of the science passage, and completed a multiple-choice comprehension test. Recall protocols were analyzed for gist recall, and multiple choice tests were scored according to text type. The results indicated that subjects who activated prior knowledge and then read consistent text comprehended more text information than subjects in other treatments, including those who activated relevant knowledge but read inconsistent text. The activation of relevant preexisting knowledge did not, however, facilitate learning from text that contained information incompatible with learners' prior knowledge. Subjects who did not activate relevant knowledge and yet read inconsistent text appeared to be more willing to accept textual incongruity, that is, were more text dependent, than those who had activated relevant knowledge. (HTH)

ED 237 971 CS 007 465

DiSibio, Robert A.; Savitz, Fred R.
But, Teacher, I Don't Like to Read, Or How To Make Reading Alluring.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Content Area Reading; Elementary Secondary Education; Literacy; *Motivation Techniques; *Reading Attitudes; Reading Comprehension; Reading Habits; *Reading Instruction; *Reading Interests; Reading Materials; *Reading Programs; Reading Research; Teaching Methods

The domino effect of illiteracy can be halted if students are given opportunity early in life to develop a positive attitude toward reading. Research supports the notion that reading interests lead to knowledge, which leads, in turn, to increased comprehension. Motivational ideas include using trade books and literature as collateral material in content area reading, putting a book on trial with students indicting and defending a story, broadcasting a book review on the school public address system, and providing a list of items for students to locate in a local newspaper. Several successful reading programs in schools across the country provide interesting reading materials and facilitate discussion groups and other reading activities. Reading attitudes prevalent in the home environment have great influence on the children's attitudes, but the major responsibility still rests with teachers, who must represent models of positive reading habits. (Several teaching ideas are appended.) (HTH)

ED 237 987 CS 207 829

Target: Communication Skills. K-12 Curriculum Guide.
Lincoln Public Schools, Nebr.
PUB DATE- 82
AVAILABLE FROM- Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, NE 68501 ($20.00, includes handling).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Communication; Communication (Thought Transfer); *Communication Skills; Conflict Resolution; Curriculum Guides; *Daily Living Skills; Decision Making; Educational Objectives; Elementary Secondary Education; Integrated Activities; *Interpersonal Communication; *Listening Skills; *Nonverbal

Communication; *Speech Skills; Student Evaluation

Intended to help elementary and secondary school teachers model and teach communication skills in all subject matters, this curriculum guide is divided into four sections. The introduction describes the program's goals, explains how to use the guide, and presents grade appropriate profiles of communication skills competence. The second section lists indicators of student competence in speaking and understanding spoken English, evaluating and responding to messages, and building and maintaining human relationships. It also provides examples of student assessment records and sample activities. Section three presents a series of activities coded for grade level appropriateness and type of skill developed. The final section includes explanations, definitions, and a rationale and suggestions for teachers and students in utilizing communication techniques; illustrates the life application of specific communication skills; and lists both print and nonprint resources on communication methods and activities. (MM)

ED 238 003 CS 208 037

Smith, Ron
Environment, Motivation, and the Composing Process.
PUB DATE- Mar 83
LANGUAGE--English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Classroom Environment; Communication Skills; Elementary Education; *Feedback; Integrated Activities; *Student Motivation; Student Teacher Relationship; Teaching Methods; Writing (Composition); *Writing Improvement; *Writing Instruction; Writing Processes; Writing Readiness; Writing Skills
IDENTIFIERS- *Reading Writing Relationship
Recognizing the differences between reading and writing is as important as recognizing their similarities for improving current methods of teaching composition. Environment and motivation are two areas in which these differences are most noticeable. Since motivation is a preexisting quality that can only be fostered and not implanted, environment must play the central role in the learning process. Reinforcement, in the form of feedback indicating level of success, is central to motivation, yet this feedback is often missing when children write in school, thus generating important differences in the acquisition of reading and writing skills. Any program to improve developing writers must establish a classroom environment that will stimulate their innate desire to learn. Such an environment must offer a wide range of stimuli in speaking, reading, and listening, as well as writing. The program must also make students aware of the need for written communication and establish realitic goals that will generate success. Immediate feedback can be provided through conferences between teachers and peers and in collaborative writing projects. Although classroom environment plays a pivotal role in writing improvement, the complexity and individual nature of the learning process preclude the establishment of any single teaching method for composition. Teachers must constantly seek out the research reports that address the most effective methods of teaching the composing process. (HTH)

ED 238 018 CS 208 056

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Bidialectalism; *Bilingual Education; *Black Youth; Communication Skills; Cultural Differences; *Doctoral Dissertations; Elementary Secondary Education; English; Inner City; *Language Research; Limited English Speaking; Reading Instruction; Reading Research; *Spanish Speaking; Standard Spoken Usage; Teaching Methods; Urban Education; Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: (1) identifying gifted limited Engish speaking Indochinese third, fourth, and fifth grade students; (2) a successful inner city classroom; (3) interactional factors affecting access of black kindergarten students to participation structures and reading information; (4) a generic model for planning and evaluating basic skills programs in language arts for secondary school students; (5) transfer of beginning reading skills from Spanish to English among Spanish-speaking children in second grade bilingual classrooms; (6) a cultural approach to the study of attitudes and admission to literacy; (7) reading instruction in four urban third grade classrooms; (8) effectiveness in preaching; (9) the impact of a workshop approach on the process of composing expository writing for twelfth grade inner city college-bound students; (10) bilingual education to meet proficiency standards; (11) speech recoding and the reading process; (12) measuring the performance of nonstandard English speakers in an inner city high school; (13) the relationship between integrative motivation and standard English in black dialect speaking high school students; and (14) the assessment of inner city high school student writing. (FL)

ED 237 633 CE 035 033

Proceedings of the Annual Conference of the American Council on Consumer Interests (28th, Columbus, Ohio, April 21-24, 1982). Conference Theme: Career Competency, Consumer Education, and Consumer Research.

American Council on Consumer Interests, Columbia, Mo.

PUB DATE- 82
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211 (Members--$12.50; Non-members--$25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Abstracts; Advertising; Career Choice; Career Development; Career Ladders; Competence; *Conservation Education; *Consumer Economics; *Consumer Education; *Consumer Protection; *Consumer Science; Curriculum; Energy Conservation; Information Systems; Instructional Materials; Insurance; Legislation; Models; Money Management; *Occupational Information; Postsecondary Education; Research Reports; Secondary Education; Solar Energy; Teacher Education; Television

This document contains the proceedings of a conference on the themes of career competency, consumer education, and consumer research conducted in April 1982. The proceedings consist of 69 research reports (each with abstract) as well as a list of the conference participants, their affiliations, and addresses. The reports, which are indexed by author, cover the following topics, among others: shopping time of homemakers and spouses, classification of concepts in consumer education, comparison of food stamp participants and eligible nonparticipants, consumer policy, evaluating energy conservation strategies for public housing residents, consumer price information programs, financial crisis management for families, career ladders for consumer affairs professionals, consumer educators in the 1980s, marketplace problems as perceived by solar homeowners and solar experts, consumer responses to mail order problems and knowledge of the Federal Trade Commission rule, consumer risk perception and response, consumer satisfaction with complaint handling, competencies of consumer education students, state consumer protection offices, factors motivating consumer energy conservation, bankruptcy, whole life insurance, needs of consumer economics education teachers, use of credit cards, home warranties, health care legislation, the consumer content of prime-time television, and the development of a model for a community-based information and referral system. Most of the reports contain bibliographies. (KC)

ED 237 661 CE 037 546

Madeira, Eugene L.
Reaching the Least Educated. 130 Local ABE Directors Tell How. Pennsylvania's Handbook on Recruitment.
ELM Consultants, Lancaster, PA.; Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 80
AVAILABLE FROM- ELM Consultants, 1609 Buttercup Rd., Lancaster, PA 17602 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adult Basic Education; Adult Counseling; *Adult Students; Advertising; Advisory Committees; Agency Cooperation; Alumni; Case Studies; Community Development; Counseling Services; Extension Education; Guidelines; Industrial Training; Outcomes of Education; *Program Development; Program Effectiveness; *Publicity; Public Relations; Radio; *Student Recruitment; Television
IDENTIFIERS- Pennsylvania

Based on the experience of 130 local adult basic education (ABE) directors in Pennsylvania, this guide presents suggestions for recruiting the least educated adults into ABE programs. Following an introduction that defines ABE and examines whose responsibility ABE is, the guide is divided into 12 chapters. Each of the chapters develops one technique for recruitment, explaining methods and giving examples of its successful use from the experiences of the ABE directors. The recruitment techniques are the following: the adult student as a recruiter; use of graduates of the program; television and radio spots and talk shows; community development organizations; local agency referrals, satellite classes, and advisory councils; paid recruiters; bulk mailings and brochures; student-written newspapers and adult student magazines; industry-based adult education; newspaper success stories and advertisements; open houses and special events; and comprehensive counseling centers. The final section of the guide provides the

insight that the real key to successful recruitment is the caring cooperation of staff members. (KC)

ED 237 675 CE 037 600

Job Training Partnership Act: An Analysis.
Capitol Publications, Inc., Arlington, VA.

PUB DATE- 82
AVAILABLE FROM- Capitol Publications, 1300 North 17th St., Arlington, VA 22209 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Programs; Business; Comparative Analysis; *Cooperative Programs; Disadvantaged; Dislocated Workers; *Educational Legislation; Education Work Relationship; Eligibility; *Employment Programs; Employment Services; Evaluation Criteria; *Federal Legislation; Financial Support; Government Role; *Job Training; National Programs; Objectives; Postsecondary Education; Program Administration; Program Design; Program Effectiveness; Retraining; *School Business Relationship; School Districts; State Programs; Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; Job Corps; *Job Training Partnership Act 1982; Private Industry Councils; Private Sector; Public Sector; Public Service Employment Programs; Work Incentive Program

The Job Training Partnership Act (JTPA), a bill designed to replace the Comprehensive Employment and Training Act (CETA), enlarges the role of state governments and private industry in federal job training programs, imposes sanctions based on performance standards, limits stipends and supportive services, creates a new program of retraining for displaced workers, and eliminates public service employment. Like CETA, the JTPA programs will be focused on the economically disadvantaged. The list of training programs provided for by the new legislation includes remedial education, job assistance and counseling, programs to develop work habits, classroom training, employment generation, and on-site or customized industrial training. The JTPA stipulates that consideration may be given to training for industries that have a high potential for sustained demand or growth. In addition, the new law requires efforts to develop programs to help participants enter new careers and programs to overcome sex stereotyping. Training programs cannot be funded unless they teach a level of skill that meets local private industry council requirements. Funding for local programs will be allocated to states through a formula based on the number of economically disadvantaged individuals in a state. Other features of the JTPA include required audits and provisions for paybacks of misspent or mismanaged funds. (MN)

ED 237 717 CE 037 719

Dodd, S.; And Others
Curriculum Change Part 2a. Programme Development in Colleges. Part 2a: The Work Activities of Teachers on TEC Certificate Programmes.
Further Education Curriculum Review and Development Unit, London (England).

REPORT NO.- ISBN-0-85622-118-6
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Faculty; College Programs; Job Analysis; Job Performance; Job Skills; National Surveys; Occupational Information; Postsecondary Education; Questionnaires; *Teacher Responsibility; *Teacher Role; *Teaching Load; Teaching Skills; *Technical Education; Technical Occupations; *Time Management; *Vocational Education Teachers
IDENTIFIERS- Great Britain; *Technician Education Council Programs

A study examined the day-to-day work activities of teachers of Technician Education Council (TEC) certificate programs in Great Britain. During the study, a detailed questionnaire dealing with the tasks performed by TEC teachers, the amount of time spent on TEC teachers on individual activities, and the impact of the TEC programs on teacher activities was administered to a sample of 270 teachers involved in TEC certificate programs in mechanical engineering, architecture, building trades, surveying, life sciences, and chemistry and physics. In a second phase of the study, 25 of these teachers were asked to complete work diaries. Based on these data instruments, it appears that a majority of the teachers concerned with TEC programs believed that the introduction of these programs has resulted in their having to devote more time to certain activities. Included among these areas are student assessment, curriculum development, preparation for teaching, administration and liaison. Teachers with TEC responsibilities seem to spend proportionately less time on preparation, for both TEC programs and other courses, than do teachers with no TEC responsibilities. Perhaps the chief problem associated with the introduction of TEC programs is the belief held by many teachers that they have insufficient time to adjust to the new curricula. (The survey instrument, breakdowns of survey data, and data from the work diaries are appended.) (MN)

ED 237 731 CE 037 740

Rivera, William M.; And Others
Designing Studies of Extension Program Results: A Resource for Program Leaders and Specialists. Volume I--Text.
Extension Service (DOA), Washington, D.C.; Maryland Univ., College Park. Cooperative Extension Service.; Maryland Univ., College Park. Dept. of Agriculture and Extension Education.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Adult Vocational Education; Agricultural Education; Community Development; Environmental Education; *Evaluation Methods; *Extension Education; Home Economics; Natural Resources; Postsecondary Education; Program Descriptions; *Program Evaluation; *Research Design; Secondary Education; Standards; *Summative Evaluation

This review of selected study designs, the first volume of a two-volume resource, is intended to advise state administrative program leaders and others with program evaluation responsibilities of how to design studies of cooperative extension programs. Three kinds of information are presented in the volume's three parts. The first part introduces the nature and purpose of studies of extension program results and places the design of studies into perspective. It reviews evaluation users, dimensions, general procedures, and standards. Alternatives to designing studies of extension program results are cited in part 2. Four basic study designs used in evaluating extension program results are examined ((1) survey (ex-post facto), (2) time-series, (3) comparison group, and (4) field experiment), and their relative suitability is linked to practical considerations based on the evaluation situation. This part also lists 10 specific facets of the study designs and illustrates how each may lead to alternative ways of constructing a design for a study. Part 3 provides a brief review of the conditions that lend themselves to alternative study designs and suggests contexts in which this resource publication should be viewed. (YLB)

ED 237 759 CE 037 800

Knight, James A.; And Others

Factors Contributing to the Enrollment of Males in Program Areas Not Traditional for Their Sex at the Secondary Vocational Education Level in Ohio.

PUB DATE- Dec 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Access to Education; Attitude Change; Attitudes; Equal Education; Equal Opportunities (Jobs); High Schools; Job Placement; *Males; *Nontraditional Occupations; Program Effectiveness; School Holding Power; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; *Student Recruitment; *Vocational Education

IDENTIFIERS- *Ohio

This research was conducted to identify factors contributing to the enrollment of male high school students in Ohio in program areas nontraditional for their sex. Using the 1980 Executive Student Follow-up Report, 28 vocational education programs not traditional for males in Ohio (less than 20 percent male enrollment) were identified, and the top 20 programs according to number of males enrolled were found in 14 different schools. In 13 of these schools, interviews were conducted; through 17 interviews, 90 male students, 29 teachers, and 16 counselors were contacted. The males interviewed were enrolled in medical laboratory assistant, dental assisting, diversified health, cosmetology, bank teller, child care, home furnishings, and community and home programs. Most students indicated that they were happy with their program choices, suffered little discrimination, and had chosen the programs primarily for their quality or because nothing else was available. Teachers, counselors, and administrators interviewed were overwhelming proponents of sex equity, and most had attended training to learn to promote sex equity in their institutions. Role models and sex-fair instructional and orientation materials were found to be significant factors in the recruitment, retention, and placement of male students in nontraditional programs. Based on the data gathered in this study, 16 recommendations were made for recruiting and retaining male students in traditionally female vocational education programs. These recommendations include providing all students with information about all vocational programs, talking to students about job opportunities in traditionally female occupations, inviting parents of students to orientations to inform them about programs, developing promotional and instructional materials, showing males in nontraditional roles, taking students to job sites, and making sure the whole student recruitment process is sex fair. (KC)

ED 237 772 CE 037 834

Daniel, Ellen; Stewart, Barbara L.
Consumer and Homemaking Curriculum Analysis Based on the Needs of Secondary Graduates. Vocational Education Research Project.
University of Southwestern Louisiana, Lafayette.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Consumer Education; Curriculum Development; *Educational Needs; Followup Studies; Graduate Surveys; *High School Graduates; *Home Economics; *Program Effectiveness; Program Improvement; Secondary Education; Statewide Planning; *Student Attitudes; Task Analysis
IDENTIFIERS- Louisiana

This project was conducted to study home economics curriculum needs by surveying former secondary home economics students to determine what tasks they learned in class and what instruction would have been helpful in order to provide curriculum managers, developers of materials, administrators, and teachers with more guidance in meeting the needs of consumer and homemaking students. Secondary school graduates of 1978-1982 who had been enrolled in home economics courses in seven Louisiana parishes (n=1,442) completed questionnaires. Participants rated each of 42 listed consumer and homemaking tasks as having been taught or not taught in their home economics courses and as needed or not needed. All tasks were recorded as needed by a majority of former students. Thirty of the 42 tasks considered were rated as having been taught and needed while 12 topics were considered needed but not taught. Respondents' sex, employment status, number of semesters enrolled in home economics, and year of graduation caused variations in whether tasks were perceived as having been taught or needed. Problems noted in the study were the low response rate to the questionnaire (12 percent) and the fact that all tasks were rated as needed. It was suggested that in a more appropriate questionnaire former students might have been asked to rank the tasks in importance. (KC)

ED 237 818 CE 800 082

Hunter, Andrea
Out of the Classroom, Into Industry: Summer School for Teachers. Ideas for Action in Education and Work.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Benefits; *Improvement Programs; *Inservice Teacher Education; *Internship Programs; Program Descriptions; Program Development; *School Business Relationship; Summer Programs; Teacher Education Programs; *Teacher Improvement; Vocational Education Teachers; *Work Experience
IDENTIFIERS- PF Project

This report describes three programs in Oregon and Washington which provide opportunities for teachers to update their skills by spending their summer in structured work experience or internship programs in business and industry. Benefits to teachers are listed as well as characteristics of successful programs. The programs are: (1) Economic Education/Business Experience (EE/BE), a program for academic teachers and counselors which gives an orientation to economic theory and an in-depth understanding of the workings of business by combining a one-month internship with a university seminar; (2) The Occupational Internship and Seminar, a program for vocational teachers which also combines university work with an internship in business; and (3) Technical Skill Update, a community-based program which offers vocational staff firsthand experience to supplement their awareness of technological changes. Eight similar programs from around the United States are also listed. Comments taken from a survey of participants describe reasons for participation, benefits to the participants, benefits to the employers, and benefits the participants expect to pass on to their students. Issues to consider in developing similar programs are discussed including 11 recommendations for program development. A bibliography of 13 references and a directory of nine organizations are included. (DC)

ED 237 832 CG 017 086

Snyder, Mark
The Self in Action.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 83
GRANT- NSF-BNS-82-07632
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Locus of Control; *Personality Traits; Psychological Characteristics; Reference Groups; *Role Perception; *Self Concept; *Self Congruence; Social Behavior; Social Cognition; *Social Psychology; State of the Art Reviews

People tend to have both public and private selves, creating different images in their own minds, and in the minds of others. High self-monitoring individuals (SMIs), as identified through the Self Monitoring Scale, observe their public images and adapt them to produce desired effects. They tend to see themselves as pragmatic, flexible, and role-oriented. Their self-presentational skills are often used to promote smooth social interactions, to provide leadership, and to promote diplomacy. By contrast, low SMIs tend to maintain a consistent self-image regardless of the situation. They view themselves as principled, congruent, and trait or disposition-oriented. Their self-presentation reflects their mood state, personality attributes, and expressive behavior, suggesting they do well in interpersonal relationships and fields where intimacy is important. Both high and low SMIs use thier skills to create social worlds in which their personality needs can be met. In social interactions, high SMIs prefer conversations with high clarity of definition in character and role, while low SMIs prefer conversations in which they feel similar to a member of the group. In leisure activities, high SMIs choose to spend time with "specialists" in the activity, while low SMIs choose to spend time with well liked individuals. Both high and low SMIs tend to form friendships with similarly high or low individuals. Although both types of selves have advantages and disadvantages, high SMIs pay for their orientation through the continual discrepancy between their true feelings and attitudes and their actions. Future research should focus on developmental roots and societal roles of high and low SMIs. (BL)

ED 237 847 CG 017 101

Ross, Michael J.; Mueller, John H.

Consistency of the Self-Schema in Depression.

PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; College Students; *Depression (Psychology); Higher Education; Psychological Characteristics; *Psychological Patterns; *Schemata (Cognition); Self Concept; *Self Congruence

Depressed individuals may filter or distort environmental information in direct relationship to their self perceptions. To investigate the degree of uncertainty about oneself and others, as measured by consistent/inconsistent responses, 72 college students (32 depressed and 40 nondepressed) rated selected adjectives from the Derry and Kuiper Depressed and Nondepressed Content Word List according to how well the words described themselves or a best friend. After the rating phase, subjects were administered the Buss Self-Consciousness Scale and were readministered the word list. An analysis of the results showed that depressed college students were more inconsistent in self-schema than their nondepressed counterparts. Nondepressed and mildly depressed students used different information processing strategies. Nondepressed students relied on congruence with the self-schema, while depressed students used a strategy based on familiarity or distinctiveness. (BL)

ED 238 035 CS 504 338

Pilotta, Joseph J.; Widman, Tim
Intercultural Relevance and Technological Transfer: A Communicative Competence Approach.
PUB DATE- May 83
LANGUAGE- English
EDRS Price MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); Communication Problems; *Cultural Awareness; *Cultural Exchange; Cultural Interrelationships; *Intercultural Communication; *Models; Technological Advancement; *Technology Transfer
IDENTIFIERS- *Cultural Relevance

From the standpoint of intercultural communication, the most serious problem connected with the intercultural transfer of technology is not the fact of technology's continuing expansion, but rather the way in which technology is understood and transmitted to recipient cultures. In its present form, the intercultural transfer of technology implies a model of communication that is descriptively linear and patently asymmetric on the dimension of social influence. A model constructed upon the concepts of convergence and dialogue offers an exciting and competitive alternative to the one grounded in linear causation and target effects. Such a model suggests that for successful communication, a common scheme of interpretation and orientation must be found, one shared by the deliverer of technology and its receiver. It requires the assessment of the relevance of the technology in light of the existing cultural standards of the recipient in order that the implementation of the technology might find a social and cultural space within the existing aspirations and discourse of the recipient society. The recipient nation should question the technology along culturally relevant dimensions of meaning and seek to articulate the range of possible variation with respect to both the potential for reinterpreting the technology and the potential for variation within the local culture. (HOD)

ED 237 647 CE 037 394

Role of Research, Planning and Resource Development Functions in Postsecondary Vocational Education. Report of a Study of Selected Community Colleges, Technical Colleges, and Technical Institutes.

Wisconsin Association of Vocational, Technical and Adult Education Administrators, Madison.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Characteristics; Administrator Qualifications; *Administrator Responsibility; Community Colleges; *Educational Development; *Educational Planning; *Educational Research; Postsecondary Education; Program Effectiveness; Program Improvement; Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Wisconsin

--This study was conducted in Wisconsin to determine the current status of personnel within the vocational, technical and adult education (VTAE) districts responsible for research, planning, and development (RPD) activities, what activities were being performed by the districts, and the nature of involvement in the performance of these RPD activities. A questionnaire based on a literature review and VTAE research, planning, and development job descriptions was developed and revised. The questionnaire was mailed to district directors and research administrators of the 16 Wisconsin VTAE districts as well as to directors/administrators of institutional research from 65 out-of-state public community colleges and technical institutes. From the data reported on the questionnaires, the following conclusions can be drawn: (1) the most common organizational structure in the VTAE district has the administrator of RPD reporting directly to the district director; (2) at all the other institutions, the RPD functions were either first- or second-level administrative functions; (3) in the VTAE system, the RPD functions were most likely to be administered as a single entity, while in out-of-state community colleges the functions were administered in separate units; (4) all of the institutions surveyed had the RPD functions; (5) the majority of RPD directors had a master's or higher academic degree, with a majority of personnel having at least one degree in education or educational administration; and (6) personnel tended to devote about one-third of their time to each of the three functions. As a result of the study, recommendations were made that each VTAE district should examine the RPD functions and make sure that they were providing reliable information for decision making; that inservice education for RPD administrators be created and implemented; and that program audits of the RPD functions should be made to provide an objective evaluation of the services in the districts. (KC)

Exploratory Workshop on the Social Impacts of Robotics. Summary and Issues. A Background Paper.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BP-CIT-11
PUB DATE- Feb 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Automation; *Industry; Manufacturing Industry; Productivity; *Public Policy; Social Influences; Technological Advancement
IDENTIFIERS- Productivity Improvement; *Robotics; Robots; *Social Impact

This report contains a summary of the results of an exploratory workshop to discuss the future of industrial robotics and its likely impact on public policy. Background information is presented, and workshop goals are delineated. Under the general area of robot technology, these topics are covered: the roots of robotics technology, a definition of robots, the technological content of robots, and the robot market. Some issues concerning the robot industry that were identified are listed. Five sets of social issues that were identified are then briefly discussed. They are productivity and capital formation, labor, education and training, international impacts, and other applications (military, space, oceans). Appendixes, amounting to approximately four-fifths of the report, include four background papers prepared for the workshop.

The papers (1) offer an updated look at the Japanese industrial robotics industry, (2) discuss industrial robotic technology and productivity improvement, (3) present some foundations for policy analysis of the effects of increasing applications of robotics on their cost effectiveness and international competitiveness and consider the problems and policy implications, and (4) provide a framework for analyzing the robotics industry and its interrelationship with United States manufacturing techniques. (YLB)

ED 237 704 CE 037 706

Worthington, Robert M.
Evaluation and Accountability in the Years Ahead. Perspectives from the Department of Education.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 12 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Accountability; Educational Assessment; *Educational Legislation; Educational Quality; *Federal Legislation; Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; Program Improvement; School Districts; Secondary Education; State Government; *Vocational Education

Four of the policy statements for vocational education developed by the Wisconsin Board of Vocational, Technical, and Adult Education reflect concerns shared in the U.S. Department of Education's Office of Vocational and Adult Education. First, vocational education is accountable to the publics, namely students, employers, and state, local, and federal governments. Second, evaluation systems for vocational education are the responsibility of state and local units. Third, planning and implementation of vocational education programs is carried out by the local district with the assistance of appropriate state leadership and federal agencies. Fourth, state agencies responsible for vocational education provide leadership for evaluation of vocational education. Evaluating vocational programs and measuring their effectiveness is difficult. Vocational programs have different purposes and are offered by diverse institutions. Four measures to evaluate vocational education--components and process, occupational impact, equity, and individual student development--all present similar complications. Two issues that will affect vocational programs are weighting evaluation measures and choosing which programs to improve. The proposed Vocational and Adult Education Consolidation Act of 1983 has these components: a simplification of the current Vocational Education Act and provision for a single consolidated grant to each state. (YLB)

ED 237 745 CE 037 769

Fritz, Louis Winfield
RE-DeC, A Unique Private/Public Partnership--A Strategy Design for the '80s.
PUB DATE- 4 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Economic Development; *Employment Opportunities; *Program Development; Program Implementation; Unemployment; Vocational Education
IDENTIFIERS- *Corporations; Ohio (Richland County); *Richland Economic Development Corporation

Richland County, Ohio has brought together what is generally considered to be the broadest-based private development corporation in the United States. In 1982 a group of bankers and corporate executives made a decision to make a countywide commitment to support one corporate construction exclusively to direct a program and strategy for economic development. It would be financed by business, industry, banks, retailers, professionals, and local and county governments. A full-time professional economic developer would head the construction of a design to create the tools and organize the corporation into a function to target opportunities, market the area, assist existing industry to survive, and expand others. During this first phase of a classic four-part design in creating an economic development thrust, the Richland Economic Development Corporation (RE-DeC) was born. Currently, 15 support teams operate with 225 volunteer participants. During the organizational year, RE-DeC formed a local banking consortium to undergird the private financing of hotel construction, found a buyer and an adequate financing arrangement allowing a plant to reopen, and saved a business-forms corporation from closing. (YLB)

ED 237 787 CE 800 038

Shoff, Phil; And Others
Work Attitudes Handbook. A Unit of Study To Teach Students Positive Work Attitudes.
San Mateo County Office of Education, Redwood City, CA.
SPONS. AGENCY- Private Industry Council of San Mateo County, Redwood City, CA.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Employee Attitudes; Group Activities; *Job Skills; Learning Activities; Lesson Plans; Secondary Education; Success; Units of Study; *Work Attitudes
IDENTIFIERS- PF Project

This handbook provides an introductory series of exercises for teaching students about those work attitudes which have been identified by employers as success-related. The purpose of the unit is to increase students' awareness to the point where they will have the choice of behaving in such a way as to help ensure their job success. The handbook is divided into seven lessons for identifying work attitudes and eight lessons for acquiring work attitudes. The 15 lessons, written so that each one builds on the previous one, include: (1) a purpose statement; (2) the materials needed for teaching the lesson; (3) the time required to complete the lesson; (4) activities which illustrate an attitude and/or provide students with the opportunity to demonstrate understanding of that attitude; and (5) the procedure for conducting each activity. References to additional information and optional activities are provided at the end of each lesson in the section on acquiring work attitudes. A student performance evaluation handout and a work attitude rating sheet are included. (JW)

ED 237 864 CG 017 119

Wilson, Diane Grimard; Stokes, Joseph P.
Gender Differences in Social Support.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Family Relationship; Helping Relationship; Higher Education; Predictor Variables; *Sex Differences; *Social Networks; *Social Support Groups
IDENTIFIERS- Inventory of Socially Supportive Behaviors

Although the differences in supportive resources for males and females have rarely been studied, it seems reasonable that these differences exist because socialization for males and females typically emphasizes different traits. To explore gender differences in the nature of social support, 97 male and 82 female undergraduates completed the Inventory of Socially Supportive Behaviors (ISSB) and a social network list. Results showed gender differences in network structure and in the nature of and the ability to predict received social support. Females showed a higher percentage of relatives in their social networks and reported receiving more emotional support than did males. Social network variables predicted ISSB scores for males but not for females; the network variable that predicted social support most strongly was the number of people a male felt close to and confided in or turned to for help in an emergency. The unexpected finding of gender differences in the ability to predict ISSB scores from network structure may reflect societal values regarding sex role socialization. The socialization of males emphasizes independence and deemphasizes expression of feelings. Men, therefore, must have a rather close relationship with another person before they talk about feelings or receive certain types of support, while the types of behaviors measured by the ISSB are available to females regardless of the nature of their social networks. (JAC)

ED 237 909 CG 017 166

Ingersoll, Berit
Approaches to Combining Quantitative and Qualitative Social Support Research.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Measurement Techniques; Opinion Papers; *Research Design; *Research Methodology; Social Science Research; *Social Support Groups
IDENTIFIERS- *Qualitative Research; *Quantitative Research

Social scientists tend to adopt either a qualitative or a quantitative perspective in research on social support. As single methods, each perspective has unique distinctions, limitations, and trade-offs. These approaches are based on differing epistemological assumptions. Qualitative research attempts to understand human behavior from the perspective of the respondent. Quantitative research attempts to understand human behavior from a generalized cause and effect perspective. The former method tends to sacrifice breadth for depth, while the latter sacrifices individuality for an explanation of the larger social phenomena. A research continuum which moves from qualitative/quantitative to quantitative/qualitative would balance the two methods. At the far left of the continuum (qualitative/quantitative), the research mode would be called exploring the parameters. The far right of the continuum (quantitative/qualitative) would be called suggesting interpretations. The third research mode in which qualitative and quantitative occur simultaneously would be referred to as providing examples. Each mode uses part of the qualitative perspective to provide a fuller understanding of quantitative findings. Data from qualitative research can help suggest interpretation and can enrich our understanding of the frequencies and statistical tests of quantitative research. (Examples of each of these modes, as found in the current social support literature, are provided.) (BL)

ED 237 925 CS 007 151

Kennedy, John A.; Kilroy, James C.
Reading Program at Edison High School.
Huntington Beach Union High School District, Calif.
PUB DATE- Oct 82
AVAILABLE FROM- Edison High School, 21400 Magnolia Street, Huntington Beach, CA 92646 ($0.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bibliotherapy; Course Organization; Curriculum Design; High Schools; Individualized Reading; Instructional Materials; Program Descriptions; Reading Diagnosis; *Reading Improvement; Reading Instruction; *Reading Programs; Recreational Reading; Student Needs; Teaching Methods
IDENTIFIERS- PF Project

Curriculum planning and course organization of the Edison High School (California) reading program are described. Curriculum planning begins with identification of the reading needs of all incoming students. Group testing of all eighth grade students in local feeder schools in the spring is followed by diagnostic testing of individual strengths and weaknesses in the summer. Parents are contacted and conferences arranged to discuss reading course alternatives for the upcoming academic year. At the beginning of school, students targeted for the reading program are enrolled in one of the following courses: reading skills, developmental reading, survival reading, speed reading, and reading for enjoyment. Objectives for all courses are to improve academic reading while strengthening students' self-image. Reading class periods are divided into 15 minutes of leisure reading and 40 minutes of individualized assignments. Teaching strategies include workbooks, cassette programs, controlled reading machines, persceptoscopic materials, and bibliotherapy. The classroom program is supplemented by continuing efforts to communicate with faculty and parents on individual students' progress. (LP)

ED 237 848 CG 017 102

Nadler, Arie
Help Seeking and Receiving.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Counselor Client Relationship; Field Dependence Independence; Foreign Countries; *Helping Relationship; *Interpersonal Relationship; *Locus of Control; Psychological Needs; School Counseling; Self Concept; *Social Psychology; Social Support Groups
IDENTIFIERS- Approach Avoidance Conflict; Canada

Although social psychology has always had an interest in helping behavior, only recently has the full complexity of helping relations begun to be researched. Help seeking and receiving in the educational setting raise many issues regarding the use and effectiveness of the help itself. Central to all helping relations is the seeking/receiving dilemma which is characterized by a double-edged emotional sword. The self-threatening aspects in seeking aid produce a motivation not to seek help so as to protect self-esteem. On the other hand, the benefits in seeking help related to task completion produce a motivational force in the opposite direction. Help which is viewed as non-ego-threatening, designed to amend a specific deficiency, and in which the seeker is an active participant in the assistance, is more readily sought than help which fosters dependency. For receiving help to be effective, the recipient must feel that he should and can better his situation. The self-threatening aspects of seeking help are viewed as a challenge which leads to more self-help efforts and eventual self-improvement. However, the paradox of help receiving is that those people who most need help are least likely to receive it since they tend to foster dependency. (Introductions of the five program participants and abstracts of their presentations conclude the document). (BL)

ED 237 879 CG 017 134

Griggs, Shirley A.

Counseling High School Students for Their Individual Learning Styles.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adolescent Development; *Cognitive Style; Counseling Techniques; *Counselor Role; High Schools; *High School Students; *Individual Differences; Learning Strategies; School Counseling

Counseling may be developmental, preventive or crisis-oriented. Counselors using a developmental approach to school counseling recognize that human development is characterized by stages containing different psychosocial crises and different developmental tasks. High school students are predominantly in the early adolescent stage, characterized by rapid physical changes, significant conceptual maturity, and a heightened sensitivity to peer approval. During this stage it is essential that educators diagnose individual learning styles and generate an educational environment that provides for varied learning styles. Traditionally, diagnosis has been viewed as an important counseling function. A thorough knowledge of the student's individual learning style can facilitate the diagnostic process in counseling. Learning style is the manner in which elements from five basic stimuli (environmental, emotional, sociological, physical, and psychological) affect a person's ability to perceive, interact with, and respond to the learning environment. Research suggests that matching teaching styles and counseling techniques to students' learning styles can lead to improved student achievement and attitudes. In addition to developing a counseling program that is responsive to individual learning styles, the school counselor should function as a consultant to teachers, parents and administrators regarding learning styles. (JAC)

ED 237 941 CS 007 425

Hunt, Suzanne Mahn

The Communicative Effects of a Rewritten Driver Manual.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Driver Education; Functional Literacy; *Functional Reading; *Government Publications; *Guides; *Readability; *Reading Comprehension; Reading Difficulties; Reading Research; Secondary Education

Prompted by concern that the State of New Jersey driver's manual was too difficult for many low-skilled readers to read and comprehend, a study was conducted in which chapter 6 of the driver's manual was rewritten, lowering its readability level from grade 8 to grade 6. It was hypothesized that significant differences in comprehension would result between low ability students reading the manual in its present form and those reading it in the revised format. Comprehension of the rewritten and the original manual was compared using cloze tests developed from a passage in chapter 6. Two test forms, based on the published and the rewritten versions of chapter 6, were randomly administered to 74 ninth and tenth grade students with reading comprehension scores of 7.0 or below who had not taken driver education. Results showed that comprehension of the rewritten passage was significantly greater. Furthermore, students read the rewritten passage faster and with greater ease. (Appendixes include (1) chapter 6 as printed in the state of New Jersey Driver Manual, (2) rewritten chapter 6 from the driver manual and glossary, (3) original and rewritten passages used for the cloze test, and (4) cloze tests used for testing comprehension on original and rewritten passsage.) (Author/HOD)

ED 237 972 CS 007 468

Otto, Wayne
Less Than Words Can Say about the Certification of Reading Teachers.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum; Elementary Secondary Education; *Reading Consultants; *Reading Teachers; Standards; *Teacher Certification; Teacher Education; *Teacher Qualifications; Teacher Role; Teaching Experience

Many state certification recommendations in reading education do not clearly define "certification." This produces a number of questions, among them the following: (1) Do reading teachers who are likely to teach reading at either the secondary or elementary level need a developmental course at both levels? (2) Should there be discrete courses in "diagnostic" and "instructional" techniques? (3) Are courses in gifted and talented education and in learning disabilities education necessary for reading teachers? (4) Do reading teachers need a discrete course on measurement and evaluation, or should the essential principles be taught within the context of the developmental and remedial courses? (5) Is it sensible to require practicum experience at both elementary and secondary levels? (6) Who decides that a practicum experience has been successful? (7) Should the successful completion of a practicum experience be the key requirement for certification? and (8) How can success be demonstrated? Recommendations for reading specialist certification raise similar issues. It is time for the reading profession to take a leadership role in deciding what certification should entail. (HOD)

ED 237 988 CS 207 830

Target: Writing. A Written Composition Curriculum; Instruction by Objectives, K-12. Fourth Edition.

Lincoln Public Schools, Nebr.

PUB DATE- 82
AVAILABLE FROM- Lincoln Public Schools, Administrative Offices, P.O. Box 82889, Lincoln, NE 68501 ($53.00, includes handling).
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Criterion Referenced Tests; Curriculum Development; Curriculum Guides; Educational Objectives; Elementary Secondary Education; English Curriculum; Grammar; Sequential Approach; Spiral Curriculum; *Student Attitudes; *Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Skills

Designed to coordinate composition instruction between the primary and senior high school years, this curriculum guide presents a system for both the direct teaching of specific composition objectives and the assessment of student achievement and program effectiveness. The first of the guide's five major sections explains the curriculum's scope, purpose, and means of assessment. Divided into primary, intermediate, junior high school, and senior high school units, the next four sections explain grade-appropriate work/study and common writing objectives, describe required and chosen units of study, and list source materials and possible writing activities. They also present advice on helping students take standardized tests. Each section builds on the student skills in informative, expressive, and elicitive writing developed in the previous units. The appendixes offer a series of grids on age-appropriate writing experiences and skills, a glossary of writing terms, a description of how the curriculum was developed, a style guide, and sample student diagnosis records. (MM)

ED 238 019 CS 208 057

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Cognitive Processes; Content Area Writing; *Doctoral Dissertations; Elementary Secondary Education; Experiential Learning; Expository Writing; Hearing Impairments; Higher Education; Humor; Minimum-Competency Testing; Narration; Peer Evaluation; Verbal Communication; Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Research; *Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 30 titles deal with a variety of topics, including the following: (1) cognitive predictors of writing ability, (2) peer evaluation and teacher evaluation of the first drafts of high school compositions, (3) writing as a tool for learning, (4) motivation of college hearing-impaired students to improve English writing skills, (5) the speech events underlying written composition, (6) the effects of a mandated change to minimum competency testing in writing, (7) testing standard modern paragraph theories, (8) the effect of poetic writing on transactional writing, (9) the writing processes of college freshmen, and (10) the written expression of humor by sixth grade gifted children. (MM)

ED 237 634   CE 035 468

Chandrasekhar, Rajkumari
Aspects of Adult Education.
PUB DATE- 82
AVAILABLE FROM- New Era Publications, Post Box No. 2459, Raja Annamalaipuram, Madras-600 028.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; *Adult Education; *Adult Literacy; Adult Programs; Basic Skills; Economic Development; Educational Policy; Educational Research; Educational Television; *Literacy Education; National Organizations; National Programs; *Program Development; Public Policy; Teacher Education; Teacher Educator Education; *Teaching Methods; Womens Education
IDENTIFIERS- *India

This book presents an overview of and prescription for adult education in India. Following an introduction to the problem of illiteracy in India, the book's 14 chapters cover a broad spectrum of adult education issues. Topics discussed include adult education and national development; roles of voluntary organizations, universities, colleges, and students in adult education; management principles in adult education; extension and adult education programs; and research in adult education. Some adult education programs functioning on the national level and in Tamil Nadu are described. The book also offers suggestions for creating and implementing programs for rural women, provides techniques for action programs, and suggests a training methodology for adult educators. Extensive appendixes to the book provide statistics on literacy in India, organizing adult programs, use of television, national plans for literacy, teaching aids, evaluation tools, adult education agencies, and a glossary of terms. A bibliography also is included in the book. (KC)

ED 237 773 CE 037 836

Edwards, William A.; Schmutzler, Mark

National Survey of Training Services to Business and Industry through Vocational Education.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Economic Development; Education Work Relationship; Government Role; Industrial Training; *Job Training; Postsecondary Education; Program Implementation; State Action; State Agencies; *State Aid; State Departments of Education; *State Government; *State Programs; State Surveys; Statewide Planning; *Vocational Education
IDENTIFIERS- Government Industry Relationship

This project was conducted to describe state programs of economic development concerned with state-provided training for industry and to share the results among the states. Surveys were sent to the 50 state directors of vocational education plus the directors in the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Of the surveys sent, all but 11 were returned. The results of the survey showed that all 43 respondents claim that they provide training services to business and industry; however, many states do not have specific economic development programs or funding to provide for training to the private sector. In most states with targeted funds for business and industry training, a cooperative, coordinated effort is being made to solve not only the training needs, but also to provide help in site selection, funding, and tax abatement. It would appear that 31 of the 43 respondents have specific programs whose personnel work closely with other state agencies in meeting the needs of business and industry. Most of the states have 0-4 full-time staff members involved in training. Most training efforts are for manufacturing and electronics/high technology industries, although a wide range of other companies are served. Most of the companies served are new or expanding. Vocational instructors, teaching supplies and equipment, training materials, training for company instructors, and development of audiovisual materials are provided by the states. Funding for the programs comes from a wide range of sources and is spent in greatly varying amounts by the states. (The individual survey forms returned by the states are included in this document so readers can locate programs, compare efforts among the states, and determine the names and addresses of persons who can provide more information on their state's programs). (KC)

ED 237 803 CE 800 057

Miller, Juliet
Vocational Education in Rural America. Overview: ERIC Fact Sheet No. 15.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Agricultural Education; *Agricultural Occupations; *Educational Needs; Employment Opportunities; Population Trends; Postsecondary Education; Poverty Areas; Resource Materials; *Rural Areas; *Rural Education; Rural Population; Rural Schools; Secondary Education; *Vocational Education
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet provides an overview of rural schools, people, and labor markets to help vocational educators better understand the needs of rural Americans. It is based on "A Portrait of Rural America: Conditions Affecting Vocational Education Policy" (Rosenfeld 1981). Data is presented on population trends, poverty, employment patterns, employment opportunities, and rural schools. Implications for vocational education are drawn from the following facts: (1) the basic skill level of rural students tends to be lower; (2) farm jobs are declining, but there are a variety of agribusiness-related occupations for which curriculum is needed; (3) new industries are being attracted to rural areas; (4) many rural Americans are self-employed; (5) because of the small size and limited resources of rural schools, it is difficult to provide varied course offerings and special services; (6) parents strongly influence the career choices of their children; and (7) there is a strong need for postsecondary and adult vocational education programs. A bibliography is included which cites six resources, three of which are available from the Educational Resources Information Center (ERIC) system. (DC)

Simpson-Kirkland, Dolores
The Effect of University Mental Health Intervention on Student Retention and Therapeutic Gains.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires. Evaluation Instruments (160)
DESCRIPTIONS- *College Students; *Counseling Effectiveness; *Counseling Services; Counseling Techniques; Higher Education; Mental Health Clinics; Participant Satisfaction; *School Holding Power; Stress Variables; *Student Adjustment; Student Personnel

Services
IDENTIFIERS- Help Seeking; *University of Nebraska Lincoln

Adjustment to a new environment, and different academic and social expectations can place college students in an emotional turmoil that requires professional intervention. To study the types of problems brought into therapy and the level of satisfaction with the quality of therapeutic intervention at the Mental Health Clinic at the University of Nebraska-Lincoln, 34 students who had used clinic facilities five or more times were surveyed. Results indicated that the Mental Health Clinic is an important campus resource. Students reported that they made positive therapeutic gains and would recommend the clinic services to others. The major reason listed for referral was depression and the average number of clinic visits per client was 7.7. All the subjects remained in school for the duration of the semester, although therapists placed more emphasis on student well-being than on retention. Although students came in with specific concerns, most felt improvements in many aspects of their lives. (The appendices contain the research questionnaire, information about students' major areas of study and referral sources, and a chart of students' perceived therapeutic gains.) (JAC)

ED 237 956 CS 007 444

Carr, Noreena

The Inability to Interpret Internal Punctuation - An Inhibiting Factor in Comprehension.

PUB DATE- 13 Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Area Reading; Grade 7; *Influences; Junior High Schools; *Punctuation; Readability; Reading Ability; *Reading

Comprehension; *Reading Research; Textbooks
IDENTIFIERS- *Text Comprehension

Assuming that the ability to interpret punctuation is basic to reading comprehension, a study was conducted to assess the junior high school reader's ability to interpret internal punctuation in a written passage. From an examination of texts, reference and research materials used at the junior high school level, six uses of three punctuation symbols--comma, colon, and semicolon--were chosen for examination. Sentences selected from junior high school texts were adapted and woven into a passage that included 20 sets of paired sentences. One sentence in each pair contained internal punctuation influencing the meaning of the sentence, while the other sentence had no internal punctuation. Forty questions about single sentences within the passage were then administered to 255 seventh grade students. Results showed that students obtained lower scores where the interpretation of the internal punctuation was necessary for comprehension than where no internal punctuation was used. This suggests that teachers in the content areas need to be alert to the internal punctuation utilized in their textbooks and need to alert students to the implications of those symbols. (HOD)

ED 238 004 CS 208 038

Trzyna, Thomas
The Informational Structure of Disciplines: An Approach to Teaching Research.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Data Collection; *English Instruction; Higher Education; Independent Study; *Information Sources;

*Interdisciplinary Approach; Professional Associations; Research Methodology; *Research Skills; Secondary Education; *Student Research; Teaching Methods; Writing Instruction
IDENTIFIERS- *Research Papers (Students)

Current approaches to the research paper rarely emphasize more than secondary research in library collections and data bases. Instructors can help students expand their range of possible information sources by posing three questions: Who is likely to know about this? From where does information on this subject come? and, Who pays for this information? Such an approach distinguishes between knowledge of "data" or discrete facts, and knowledge of "danda," the structure into which facts fit and by which they can be interpreted. It also recognizes that people and organizations, not books or articles, are the ultimate sources of information. As the first step in data gathering, students should consult experts in the field or information offices of professional organizations. These sources can provide information about the field's structure of debate and also help to identify major articles or publications on the issue. Sources of funding are also important because information often can be traced and accessed through its funding source. An awareness of the structural organization of a discipline can also direct students to many print sources that are guides to people and organizations in the structure. This approach to research is intended not to replace but to supplement the traditional bibliographic approach, enabling students to gain rapid access to more current information and to learn structural information that will help them interpret the data they collect. (HOD)

ED 238 036 CS 504 408

Shyles, Leonard
Defining the Issues of a Presidential Election from Televised

Political Spot Advertisements.
PUB DATE- 29 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advertising; Content Analysis; Mass Media Effects; *Political Issues; Television; *Television Commercials; Television Research
IDENTIFIERS- Media Campaigns; *Political Advertising; *Presidential Campaigns; Presidential Candidates

A study was conducted to determine the political issues of the 1980 presidential campaigns as expressed by televised political spot advertisements during the primaries. Issue information was coded for 140 30- and 60-second political commercials. An advertisement's issue score was defined as the number of terms used that matched terms from a predetermined list of current topics of national interest. The total number of issues mentioned was 649, 20% of which belonged to the national well-being category. Next highest was the economy, followed by the energy and foreign policy/foreign relations categories. Republican spots focused over a quarter of their issue references on government management and federalism, while both parties gave roughly comparable attention to the economy, energy, national security, and national well-being issues. The major issues covered in incumbent Jimmy Carter's ads were national security and foreign policy, while for Edward Kennedy they were foreign policy, economic, and energy issues, and for Ronald Reagan, federalism and national security. Among the other candidates' spots, George Bush's commercials mainly dealt with the economy, government management, and national security, while those of John Anderson focused on domestic and economic issues, energy, foreign policy, and government management. (HTH)

ED 237 662 CE 037 547

Frasier, James Robert
An Analysis of State Systems for Evaluating Handicapped and Disadvantaged Vocational Education Programs and Services.
PUB DATE- 22 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Disabilities; *Disadvantaged; *Educational Assessment; Educational Quality; Evaluation Criteria; Evaluation Methods; Postsecondary Education; Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; Rural Areas; Secondary Education; Services; Special Education; *State Programs; Statewide Planning; Systems Analysis; *Vocational Education
IDENTIFIERS- Regional Surveys; *Special Needs Students

A study identified strategies used in selected rural states for evaluating the effectiveness of vocational programs and services for handicapped and disadvantaged students. During the study, the researcher examined the documents used by 13 rural states to assess their vocational programs for handicapped and disadvantaged individuals. This examination consisted of a content analysis of the actual evaluation instruments and telephone interviews with individuals involved in program evaluation in each state. Based on this analysis, it appeared that the evaluation of vocational education programs for handicapped and disadvantaged students is an organized activity in most rural states, with 10 the 14 states in the study sample having evaluation programs. Nine of these states evaluated vocational programs for special needs students separately from other vocational programs. The predominate evaluation strategy used to assess these vocational programs was to have one or more external evaluators visit each program to interview students and teachers, view program facilities, and observe the program in operation. Recommendations emerging from the study included calls to specify state education agency (SEA) purposes for evaluating vocational programs and to have state program evaluation systems include a mechanism for assessing the impact of program evaluation of the SEA on local education agencies and on specific programs and services. (MN)

ED 237 676 CE 037 601

Andrews, Wayne, Ed.; Miller, Larry, Ed.
New Technologies and Implications for Curriculum. Technology Education Symposium IV, Conference Proceedings (Normal, Illinois, October 22-23, 1982).
Illinois State Univ., Normal.; Technical Foundation of America, Lansing, IL.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Communications; Construction (Process); *Curriculum Development; Economic Climate; Economic Factors; Educational Change; *Educational Needs; Educational Trends; Education Work Relationship; Energy; Futures (of Society); Influences; Manufacturing; Postsecondary Education; *School Business Relationship; Secondary Education; *Technical Education; *Technological Advancement; Transportation; *Vocational Education

These proceedings include the texts of eight papers that were presented at a two-day symposium devoted to new technologies and their implications for vocational and technology education curricula. Included in the volume are the following papers: "Economic Climate and Implications for the Introduction of New Technology," by M. J. Pace; "Technology Change and Social Impact," by Lee Davenport; "Construction," by J. Hutton; "Manufacturing," by D. G. Zook; "Technological Developments Energy Research," by Anthony Gorski; "Communications," by Lee Davenport; "Transportation," by Phillip Mazziotti; and "Curriculum Implications for Technology Education--1990," by G. Eugene Martin. (MN)

ED 237 690 CE 037 644

Veterans' Educational Assistance Act of 1983. Report (to accompany H. R. 1400). House of Representatives, 98th Congress, 1st Session. Rept. 98-185 Part 1.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 16 May 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Adult Education; *Cost Estimates; *Federal Aid; *Federal Legislation; *Student Financial Aid; Training Allowances; *Veterans; *Veterans Education

IDENTIFIERS- *Veterans Educational Assistance Act 1983

This report by the Committee on Veterans' Affairs is intended to accompany the bill, H.R. 1400, the Veterans' Educational Assistance Act of 1983, which was referred to the committee for consideration. Amendments to the bill are listed, and its purpose and principal features are described. A discussion of the background of the bill considers action in the ninety-seventh and -eighth Congresses as well as previous GI bills and problems of the all-volunteer force. A summary of the bill details its features, differences with the bill reported in the ninety-seventh Congress, and educational assistance for the National Guard and Selected Reserve. Findings representative of the testimony from witnesses at hearings in support of the legislation are listed. A section-by-section analysis of the bill is presented as well as a cost estimate from the Congressional Budget Office. A report expressing the views of the Veterans' Administration and the Department of Defense on H.R. 1400 is also provided. The report concludes with a copy of the changes in existing law (Title 38 and Title 10, United States Code) made by the bill. (YLB)

ED 237 718 CE 037 721

Evans, Karen; Brown, Alan
TRADEC II. An Evaluation of Trades Education Schemes. II. Research Findings. A Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-05-9
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Case Studies; Comparative Analysis; Educational Research; Employer Attitudes; Foreign Countries; Postsecondary Education; Program Costs; *Program Effectiveness; *Program Evaluation; *Program Implementation; Student Attitudes; Surveys; Teacher Attitudes; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Great Britain; TRADEC; *Trades Education Schemes

This report presents findings of an evaluation of the Trades Education (TRADEC) schemes to report on the approach's distinctive features and to assess its effectiveness and potential to meet the needs of the populations it serves. Chapter 1 describes the origins and key features of TRADEC courses; succeeding chapters examine how they were implemented. These key features and issues in the operation of the TRADEC system are commented upon in chapters 2 through 9: initiating and maintaining a TRADEC scheme; the client populations; special curriculum features; learner benefits; employer involvement and commitment; implementation, monitoring, and support; assessment; and costs and viability. Chapter 10 presents five case studies of selected schemes within the five fields in which implementation has been achieved. The final chapter compares TRADEC both with conventional vocational day-release courses and the emerging schemes of vocational preparation. It concludes that TRADEC schemes in design have the potential to align themselves with other approaches, but in operational terms more needs to be done. (YLB)

ED 237 732 CE 037 741

Rivera, William M., Ed.; And Others
Designing Studies of Extension Program Results: A Resource for Program Leaders and Specialists. Volume II--Abstracts.
Extension Service (DOA), Washington, D.C.; Maryland Univ., College Park. Cooperative Extension Service.; Maryland Univ., College Park. Dept. of Agriculture and Extension Education.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Adult Education; Adult Vocational Education; Agricultural Education; Community Development; Environmental Education; *Evaluation Methods; *Extension Education; Home Economics; Natural Resources; Postsecondary Education; *Program Descriptions; *Program Evaluation; *Research Design; Secondary Education; *Summative Evaluation

These abstracts of 42 studies of extension program results, which make up the second volume of a two-volume resource, are intended to advise state administrative program leaders and others with program evaluation responsibilities of how to design studies of cooperative extension programs. Designed to support volume I, which refers to these abstracts, this volume provides examples of four basic study designs. The abstracts represent extension programs in agriculture, natural resources, community development, 4-H youth, home economics, and an overall county extension program. The studies are listed according to the four basic study designs that they exemplify: survey (ex-post facto), time-series, comparison group, and field experiment. Studies are ordered alphabetically within a design category by the author's name. An index alphabetically lists studies by author's name with program area categories. Each abstract follows this format: author(s), title, institution, year, number of pages, program description, evaluation approach/method, findings, and conclusion. An alphabetized index of studies concludes the volume. (YLB)

ED 237 733 CE 037 742

Blanzy, J.
Awareness to Action.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 237 746 CE 037 771

Britton, Ronald B.
Indiana Vocational Technical College: Region 8. Organizational Development Research. A Multiplex Opportunities for Vocational Education Report.
Indiana Vocational Technical Coll., Indianapolis.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitudes; *Cost Effectiveness; Dropout Attitudes; Dropout Characteristics; Educational Planning; Educational Research; Employer Attitudes; Graduates; Graduate Surveys; Income; Models; *Organizational Development; Organizational Effectiveness; *Outcomes of Education; *Program Effectiveness; Student Characteristics; Two Year Colleges; Wages
IDENTIFIERS- *Indiana Vocational Technical College Region 8

Four major components comprised the Organizational Development Research Project at Indiana Vocational Technical College (Ivy Tech). The major component of the research was an evaluation of a model of cost effectiveness/benefit analysis previously developed for postsecondary vocational educators in Indiana. Cost data for all Region 8 Ivy Tech programs were identified from 1981 and 1982 budgets, and costs were calculated to identify cost stability and change by program for the two years. This cost analysis component was augmented by enrollment data, credit hour production, and number of graduates. A composite information profile was, thereby, developed to be used in setting future program goals and objectives along with institutional goals. Next, characteristics of Ivy Tech graduates for the last two years were identified through a mailed survey along with the graduates' perceptions of program strengths, concerns, and needs. Another component of the organizational study identified nonreturning student characteristics and their perceptions of program effectiveness. These two surveys found that graduates were much more likely to be employed and to earn higher wages than students who did not return. Similar strengths and weaknesses of the programs were identified by both groups. The final component of analysis was a survey of employer supervisors of graduates in 1981 and 1982 who were identified from the returned survey forms sent to graduates. Employers were asked to identify the strengths, concerns, and weaknesses they perceived in program offerings and select services at Ivy Tech. The general conclusion from the data was that supervisors of graduates lacked information about Ivy Tech but that they viewed the graduates positively and would recommend employment of future graduates of Ivy Tech. The results of these four parts of the study will be used to plan better vocational-technical education for residents of central Indiana. (KC)

ED 237 760   CE 037 801

Johnson, William L.; Cartwright, Walter J.

Schools: The Great American Success Story, Critics Who Have Challenged the Validity of the Story, and a Proposed Synthesis of the Two Positions in the New Continuing Education.

PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Continuing Education; Democracy; *Educational Innovation; *Educational Objectives; Individual Development; *Outcomes of Education; *School Role; *Success

The American educational system is credited by many well-known leaders and educational writers as being responsible for the success of American democracy and industrial society. They say that education builds the state as a democratic society that rests upon the education of all people and builds a foundation for freedom by the opportunity provided to individuals for development to their utmost potential. From the revisionists among historians and analysts of neocolonialism to Glasser's ideas that would modify present educational methodologies and Illich's proposal to deschool society altogether, critics hold in common a view that schools have failed large numbers of children. They argue that schools help preserve the social structure and reinforce the dominant political and economic interests of all countries. A possibility of a synthesis of these two positions is a hopeful and creative one that is logical because many in the two camps have been willing to consider varied proposals for change of the current educational system. One of America's greatest needs is for a comprehensive program of adult education. Three advantages include a better adult understanding of the educational system, extension of courses beyond the formal school years, and lowering of the age for leaving school. (YLB)

ED 237 788 CE 800 039

Kurtz, Patricia; And Others
Job Planning Manual and Summary.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Choice; *Career Exploration; Instructional Materials; Interest Inventories; *Job Skills; Learning Activities; Secondary Education; Teaching Guides; *Values Clarification; Work Attitudes; *Work Experience Programs; Worksheets
IDENTIFIERS- *Comprehensive Employment and Training Act; *Goal Setting; PF Project

The purpose of the career activities presented in this manual is to help students decide on the training they would like to pursue as Comprehensive Employment and Training Act (CETA) participants. Although the manual is specifically designed for use in CETA programs, it can be used in any career exploration program. The activities are divided into six sections: (1) identifying values; (2) identifying job values; (3) identifying skills; (4) assessments; (5) exploring jobs; and (6) setting goals. The job-planning summary provides worksheets for students to record the information they learn from the activities including the values and skills they possess or would like to learn, the vocational tests and inventories they have taken, the jobs they have explored, and the personal goals they have identified. The instructions for each activity include purpose, materials and amount of time needed, detailed procedures for completing the activity, and followup. Worksheets are included for most of the activities. (DC)

ED 237 819 CG 017 053

Rogers, Ruth Ann; Thomas, Georgelle

Reactions to Approach-Distance in Overweight and Normal Weight College Females.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Arousal Patterns; College Students; *Females; Higher Education; Interpersonal Competence; Kinesthetic Perception; *Obesity; *Personal Space; Proximity; *Psychological Needs
IDENTIFIERS- Comfortable Interpersonal Distance Scale

Research has found that the need for personal space is greater for normal persons who are interacting with stigmatized persons, such as overweight people, and that one who is identified as deviant may be more sensitive to environmental cues and react more strongly to affective stimuli. To investigate the reactions to approach/distance among overweight and normal weight college females, 53 white women between the ages of 19 and 23 (28 overweight; 25 normal weight) were approached and given a monologue at a distance of 12, 24, or 39 inches, by a normal weight female confederate. Heart rates were measured during a 10 second baseline interval and for six 10 second intervals of the approach/distance manipulation. After the interaction, all subjects completed the Comfortable Interpersonal Distance Scale (CID) and weight and height data were collected. An analysis of the results showed that overweight females significantly underestimated their actual weights. Analyses of heart rate during the confederate's presence showed that overweight persons' heart rates were greater than normal persons' during intervals 3, 4, and 6. There was no significant difference between the two groups in personal distance needs as measured by the CID, indicating that although overweight females are generally maintained at greater distance than normals, it is because normals need to maintain the greater distance from overweight people, rather than vice-versa. (BL)

ED 237 833 CG 017 087

Stark, Michael J.; Kane, Barbara J.
General and Specific Psychotherapy Role Induction with Substance Abusing Clients.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adjustment (to Environment); Counseling Effectiveness; *Drug Abuse; Drug Rehabilitation; Drug Use; *Expectation; *Orientation; Perception; *Psychotherapy; *Role Perception; *Socioeconomic Status

Successful outcome in psychotherapy depends, in part, on clients' oreconceptions and expectations. Research has shown that inaccurate expectations are more prevalent among lower socioeconomic status clients, who also represent the majority of substance abusers in community treatment programs. To investigate the effect of general and specific psychotherapy role induction on return rates and attendance in psychotherapy with substance abuse clients, 68 males and 53 females, aged 14-63, with a mean monthly income of $531, oarticipated in one of four therapy groups. Prior to treatment, the subjects received an intake interview and either a general osychotherapy role induction, a drug treatment specific role induction, or were placed in one of two control conditions. The role induction presentations focused on therapy goals and outcomes, and oarticipant roles and functions. Specific goals related to substance abuse were presented in the specific role induction condition. An analysis of the results showed that subjects who received role induction procedures were more likely than controls to return after the intake interview. Furthermore, subjects who received the drug treatment specific role induction returned at a significantly higher rate than all other clients. Role induction had no effect on continuation in treatment. (Author/BL)

ED 237 865 CG 017 120

Michaels, Gerald Y.; Brown, Raeford
Values of Children in Adolescent Mothers.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Early Parenthood; Family Involvement; Fathers; *Mother Attitudes; *Motivation; Need Gratification; Parent Child Relationship; Parent Role; Pregnancy; Psychological Characteristics; Secondary Education; *Values

The majority of studies of adolescent parenthood have focused on the relationship between fertility behavior and various social, economic and demographic factors rather than the role of psychological processes in wanting a child. To study the role that motivational factors play in the experiences and processes associated with adolescent parenthood, the Values of Children Questionnaire was administered to 95 adolescent mothers and expectant mothers. Subjects were also asked about their expectations for their own and their family's involvement in child care. Results showed that the number of previous pregnancies was positively related to higher values of children, as was lower socioeconomic status, race (being black), living in a rural community, and lower employment. Values also increased with age. Finally, relationships were found between values of children and the adolescents' expectations and reports of their own, and significant family members' involvement in the physical maintenance, physical caregiving, and attachment components of child care. The findings suggest that an important function of intervention programs would be to help the adolescent develop more realistic expectations about her role and the role of others in caring for the child. (JAC)

ED 237 973 CS 007 471

A Study of the Quantity of Time for Teaching Reading.

Florida Reading Association.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Research; Elementary Secondary Education; *Reading Instruction; *Reading Research; Scheduling; Student Participation; *Time Factors (Learning); *Time on Task
IDENTIFIERS- *Interruptions

A study was conducted to provide descriptive information about the quantity of classroom time used for teaching reading and the interruptive events that occur during the scheduled reading time. Data were gathered from 148 public and private school teachers representing all grade levels and a wide range of teaching experience. The subjects each kept a record for a five-day period of the amount of time scheduled for reading, the actual time spent teaching reading, the content of the reading lessons (optional), and the observed reasons for not fully using the scheduled reading time. Teachers reported that they actually used 93.3% of the scheduled reading time for teaching reading, and that 6.7% of the scheduled time was lost due to interruptive events. The most frequently reported interruptive events were administrative and procedural routines, schedule timing (such as students returning late from another activity or early dismissal), and communications (such as helping a volunteer get started, helping another teacher, parent conferences, or taking a phone call). (A copy of the record form is appended.) (FL)

ED 237 648 CE 037 479

Wright, Thomas, Ed.
Symposium III Proceedings (Muncie, Indiana, October 23, 1981).
Ball State Univ., Muncie, Ind.; Technical Foundation of America, Lansing, IL.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Classroom Techniques; Communication (Thought Transfer); Communications; Construction (Process); Construction Industry; *Curriculum Development; Energy; *Industrial Arts; Instructional Materials; Manufacturing; Power Technology; Secondary Education; *Teaching Methods; *Technological Advancement; Transportation

Symposium III, a continuation of a series of meetings, was designed for exchanging ideas and structures for contemporary industrial arts curriculum development. The meeting provided practical classroom-oriented suggestions for teaching industry/technology-based industrial arts. The design of the symposium provided a keynote address, which gave a rationale for teaching technology, followed by two program interest sessions. At each session, two leaders in their area of expertise presented an answer to "What should be taught and how could it be organized?" The interest sessions concentrated on five major curriculum areas: communications, construction, manufacturing (enterprise and material processing), and transportation power and energy. The transcripts of the proceedings in this document give suggestions for teachers to improve their teaching in each of the five areas. Articles are illustrated with line drawings. (KC)

ED 237 705 CE 037 707

Donovan, Timothy J.; Vercoe, W. Norman
A Consortium Involving Business, Industry, Post-secondary and Vocational Institutions: Planning for Statewide High Technology Training Programs. Final Technical Report.
Vermont State Commission on Higher Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; Demand Occupations; *Educational Cooperation; *Educational Planning; Job Skills; *Labor Needs; *Needs Assessment; Postsecondary Education; Program Development; Secondary Education; *Technical Education; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Educational Brokerage; High Technology; Vermont

This report details the establishment of a cooperative planning group for high technology training programs and development of a brokering service model. The first three chapters present some background material on the geographic, educational, and industrial setting in Vermont and overview the changes facing the industrial work force. Chapter 4 summarizes these project processes and activities: establishment of a technical advisory committee, identification of other key resources, assessing the need for skilled workers and for training programs, determining appropriate sponsorship, and creating a delivery system model. The next section reports findings with implications for further work in this area, including a list of job titles (with skills) important to Vermont industry and a list of institutions interested in participation. Chapter 6 describes the brokerage service model. Two basic roles, ongoing needs assessment and brokering of custom training services, are emphasized. These other roles are considered: brokering of training materials, brokering of placement services, and faculty lend-lease. Constructive communication, undertaking of training programs, and adoption of the brokering service model are reported as outcomes in chapter 7. Chapter 8 summarizes project conclusions. Appendixes include a skills list by job title and occupations important to high technology industry with associated skills. (YLB)

ED 237 880 CG 017 135

Feldman, Jack M.
The Practice, Practicality, and Prospects of Training for Performance Appraisal.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Evaluation Methods; *Job Performance; Outcomes of Education; *Personnel Evaluation; Psychometrics; State of the Art Reviews; *Training Methods
IDENTIFIERS- *Performance Appraisal

Historically, training for performance appraisal has focused on the same issues as instrument development--the reduction of psychometric errors in ratings. Efforts were centered around teaching people to use rating scales properly. A review of the literature shows these programs met with mixed success. While a meta-analysis of these data are premature, several hypotheses may be drawn: (1) knowledge of the job in question is more important than rating skills; (2) observational skills are important in real-world ratings; (3) the purpose and context of ratings are as or more important to accuracy than the training itself; and (4) accuracy should be the primary goal of training. Training for performance appraisal is far from universal. Most training efforts in actual use involve learning how to use a particular form or system. One possible training method to improve accurate evaluations involves the use of multiple performance examples, such as videotape, to represent multiple levels of accomplishment. Little systematic knowledge exists about the mechanics of implementing a theoretically-based appraisal system. It is necessary to understand how the appraisal system functions in the operation of the organization. Considerations of equity, of the multidimensionality of job performance, or the cost of more refined observations may make more sophisticated measurement impossible to achieve. Reliable, valid measures that provide accurate determination of two or three levels of performance are an advance over biased assessment of five, or six or more. (JAC)

ED 237 910 CG 017 167

Dossett, Dennis L.; And Others
Goal Setting Participation and Leader Supportiveness Effects on Performance.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Assignments; College Students; Difficulty Level; Employer Employee Relationship; Higher Education; *Job Performance; *Leadership Styles; Males; *Participative Decision Making; Performance Factors; Rapport
IDENTIFIERS- *Goal Setting; *Supportive Supervision

Although research in goal setting has demonstrated that specific, difficult goals lead to better performance, more refined research on the affect of participative decision making and supportive leadership on goal setting has produced ambiguous results. To investigate the relative importance of goal setting, leader supportiveness, and task structure on performance in a clerical task, 40 male college students were assigned to one of eight conditions in indexing a chapter from a textbook. The assigned conditions were: assigned vs. participatively set goals; supportive vs. nonsupportive leader; and structured vs. unstructured task. Goal difficulty remained constant. Upon completion of the task, subjects evaluated goal setting and leadership style on a Likert-type questionnaire and the Consideration Scale of the Leader Behavior Description Questionnaire Form 12. An analysis of the results showed that increasing task structure significantly enhanced performance as did assigned task goals. Supportiveness interacted with method of goal setting such that a supportive leader who assigned a performance goal produced significantly higher worker performance levels than any other condition. (BL)

ED 237 926 CS 007 152

Donaldson, Jan
Bookwebbing across the Curriculum.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Books; *Childrens Literature; Elementary Education; *Elementary School Curriculum; Guidelines; *Interdisciplinary Approach; *Reading Aloud to Others; *Story Reading; Teaching Methods; Thematic Approach
IDENTIFIERS- PF Project

This article describes a 10-step process for bookwebbing, a method of using a storybook for instruction in a variety of curriculum areas. The process, which is recommended to be used in cooperation with another teacher, is as follows: (1) choose a book which can apply to many curriculum areas; (2) read the whole book; (3) read it again in two or three weeks and record ideas related to each curriculum area; (4) compare the ideas with those of another teacher; (5) develop a thematic web; (6) develop specific lesson plans from the web; (7) begin reading the book aloud to the class, a chapter or two each day, while implementing ideas in related subject areas; (8) take notes on the effectiveness of different ideas and compare the results with those of another teacher; (9) give students many follow-up activities; and (10) carefully think through the next book to be selected. A sample thematic web used with "Lafcadio, The Lion Who Shot Back," by Shel Silverstein, is included. (DC)

ED 237 942 CS 007 426

Resnick, Daniel P., Ed.
Literacy in Historical Perspective.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0410-1
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Adult Literacy; *Cultural Context; *Cultural Influences; Educational History; Foreign Countries; Intellectual History; *Literacy; *Social Influences; Social Problems

The result of a conference bringing historians and educators together with government officials to learn about current literacy research and to discuss research needs, this book presents eight conference papers. Topics covered include (1) the spread of literacy, (2) the impact of the printing press on current attitudes toward literacy, (3) the cultural context for literacy in seventeenth-century England and New England, (4) the relationship between literacy and traditional culture in England between 1600 and 1850, (5) the position of the illiterate person in the nineteenth-century American court system, (6) functional literacy in nineteenth-century China, (7) schooling and literacy in late Imperial Russia, (8) discriminatory assessments of black literacy, and (9) significant readings on literacy. (MM)

ED 237 989 CS 207 856

Rentel, Victor M.; King, Martha L.

A Longitudinal Study of Coherence in Children's Written Narratives, March 31, 1981 - March 31, 1982.

Ohio State Univ., Columbus. Research Foundation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
GRANT- NIE-G-81-0063
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Development; *Cognitive Development; *Coherence; *Cohesion (Written Composition); *Developmental Stages; *Discourse Analysis; Elementary Education; Longitudinal Studies; Measurement Techniques; Narration; Writing (Composition); Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Cohesive Harmony Index

To understand and describe a developmental learning progression of choices students make in forming chains of relationships in their narrative texts, a study used the Cohesive Harmony Index to measure cohesion in children's written narratives. Data were obtained from 36 grade school children at intervals of four months over the students' first four years of school. Cohesive harmony was expressed as the ratio of central tokens, (lexical items related through identity, or coreferential, chains) to relevant tokens (lexical items participating in similarity, or coclassificational, chains). Coding of the narrative texts followed ~~the~~ the scheme set out in "Cohesion in English" by Halliday and Hasan. While it was expected that cohesive harmony scores would improve gradually over a period of years, results showed that children who were able to write stories rapidly achieved high levels of cohesive harmony at the beginning of second grade. Identity relations took precedence in early writing, while similarity relations came to dominate children's fourth grade texts. Furthermore, although reiteration was expected to be a major chain-forming relation in children's first stories and to gradually diminish in importance as children developed, it grew in importance over the entire four years studied. (An appendix describes the primary procedures for obtaining and analyzing the data.) (HOD)

ED 238 020 CS 208 059

Brewbaker, James M.
Nurturing Professionalism: Here's How.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Assignments; English Instruction; *English Teacher Education; Higher Education; Methods Courses; *Professional Development; *Role Models; *Role Perception; Scholarly Journals; *Teaching Methods

Through specific practices in methods classes, prospective teachers can be taught the benefits of professional activism. One such strategy is to provide students with complimentary copies of "Language Arts" and ask them to read two or three articles that especially interest them. Another strategy asks students to read, select, and submit one or two articles from the "English Journal" that could be included in a class anthology of effective teaching practices. Still another assignment requires students to offer solutions/suggestions for problems raised in "Classroom Practices," a series published by the National Council of Teachers of English. A procedure that calls for considerable student involvement is the "mini-conference" in which students are asked to role-play published professionals, offering their ideas and strategies in conference-fashion to other members of the class. Writing assignments can call for the use of professional publications as models and stipulate a teacher audience for essays. Yet another strategy allows students to substitute conference attendance and participation for a major course assignment. By incorporating such practices in a methods course, students can learn to profit from professional studies and to practice a professional role. (HOD)

ED 238 021 CS 208 065

ED 237 804 CE 800 058

Postsecondary Career Education. Overview: ERIC Fact Sheet No. 16.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Career Education; *College Programs; College Students; Delivery Systems; Educational Strategies; *Postsecondary Education; Program Design; Resource Materials; Student Needs

IDENTIFIERS- ERIC; Fact Sheets; PF Project

Postsecondary institutions have developed expanded, comprehensive career education programs. Needs and problems that should be addressed when developing such programs include assisting students with educational-vocational planning, providing faculty inservice training, improving student support programs, developing work skills related to career goals, providing relevance for diverse student populations, and increasing student recruitment and retention efforts. Specific areas or populations which have received special attention are: infusion into selected fields of study; undecided majors; workers and other adults; and women, disabled, and minorities. Elementary-secondary career education programs have focused on infusion, career guidance, and collaboration with the community. Postsecondary programs have incorporated such strategies along with the following delivery systems: (1) faculty development/consultation; (2) academic advising; (3) experience-based career education (cooperative education); (4) separate courses; (5) liberal arts curricula; (6) mentors and brokers/consultants; (7) individual and group career counseling; (8) career placement services; (9) career centers; (10) computer-based systems; and (11) telephone-based programs. Implementation of the full treatment requires considerable organizational commitment and change, but such a comprehensive effort benefits students. This fact sheet includes a bibliography of six resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 849 CG 017 103

Leventon, Barbara Gordon; And Others
A Self-Control Therapy Program for Depression: Six-Month Follow-Up.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Modification; *Cognitive Objectives; *Counseling Effectiveness; *Depression (Psychology); Females; Interpersonal Relationship; *Self Control; Skill Development

A self control therapy program for depression was held over a 10-week period for 104 women, aged 18-60. The therapy focused on behavioral and cognitive objectives, increasing both activity levels and positive statements about self. To investigate the effectiveness of the program over a 6-month period, 71 of the women (approximately [illegible]0 percent of the original sample) completed the Beck Depression Inventory, the Minnesota Multiphasic Personality Inventory Depression Scale (MMPI-D), a Recent Life Events Schedule, and a follow-up questionnaire. An analysis of the results showed that the significant improvement in depressive symptomatology reported on completion of the program was maintained over a 6-month period. Subjects whose depression showed most improvement during treatment were most likely to retain and use the self-control skills taught in the program. Subjects indicated that their mood 6 months after the program was considerably better than before the program. The majority noted improved relationships with spouses, children, and jobs. Most had experienced at least one episode of depression, but only 30 percent had sought additional therapy. Subjects who had experienced severe depressive episodes or who had experienced a greater number of recent life events were more likely to seek therapy. (Author/BL)

ED 237 895 CG 017 150

Champney, Timothy F.; Schulz, E. Matthew
A Reassessment of the Effects of Psychotherapy.
PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Counseling Effectiveness; Counselor Role; *Effect Size; Etiology; Meta Analysis; *Nondirective Counseling; *Research Methodology; Statistical Bias; *Transactional Analysis

Smith et al. (1980) analyzed 475 psychotherapy studies and concluded that individuals receiving treatment were better off than 80 percent of the untreated control groups. These studies were criticized on methodological grounds, particularly for failing to enable calculation of an index of effect size. To address these methodological issues, 20 published studies cited in the Smith study, from two treatment domains, i.e., the effectiveness of client-centered therapy (N=17) and transactional analysis (N=3), were coded according to type of therapy, allegiance of investigator, diagnosis, estimation methods, comparison treatment, subject solicitation, treatment center, and source of means. Effect size and population effect size were computed according to the methodology in the original study. An analysis of the results showed a lack of homogeneity of effect size estimates. The success of client-centered therapy and transactional analysis appeared to depend on investigator bias, location of treatment, diagnosis, and presence of a comparison treatment. Specifically, these two treatment methods appeared to be most successful when applied to problems that occur in academic settings. Caution is recommended in generalizing the results of Smith's study, which overly represented academic problems and educational counselors compared to those in medical settings. (BL)

ED 237 957 CS 007 445

Blohm, Paul J.; Colwell, Clyde G.

Effects of Readers' Cognitive Style, Text Structure and Signaling on Different Recall Patterns in Social Studies Content.

PUB DATE- 1 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Cognitive Style; *Content Area Reading; *Reading Research; *Recall (Psychology); Secondary Education; Social Studies
IDENTIFIERS- *Text Structure

Eighty high school students enrolled in social studies classrooms participated in a study exploring the hypothesis that field dependence-independence is a perceptual dimension of cognitive style influencing text structure variables and the quality of free recall. Based on results of a test of field dependence/independence, 10 subjects served in each cell of a three-way factorial design. The factors were whether the subject's cognitive style was identified as field dependent or independent; whether the top-level structure of the target selection was organized as comparison-contrast or cause-effect; and whether the target selection contained inserted signals. Subjects were directed to read the target selections without making notes or marking the text to recall information for later rewriting, to take as much time as they needed to read, and to take the recall test when ready. Results indicated that (1) top-level structure and presence of signaling influenced readers' recall of text when the total amount of idea units was used as the sole dependent measure; (2) comparison-contrast top-level structure facilitated performance on each type of proposition for both field dependent and independent learners; and (3) cause-effect top-level structure, whether with or without signals, posed greater barriers for good readers' literal recall than did any other single variable. (HOD)

ED 238 005 CS 208 039

Friedmann, Thomas

Identification, Rewriting, Mastery: Alternative Exercises for Basic and Introductory Students.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basic Skills; Developmental Programs; *English Instruction; *Grammar; Higher Education; Mastery Learning; Revision (Written Composition); *Sequential Learning; Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Skills

To learn correct grammar, developmental students must practice writing correctly. However, the traditional exercises offered in handbooks, workbooks, and textbooks not only fail to provide habituation in correctness, they actually provide practice in "wrongness." Instead of isolating individual problems, they promote confusion by linking them. Alternative exercises should be designed with the following principles in mind: each exercise teaches only one specific skill, is nonerror based, and is ideally a short, organized essay. Using these principles, exercises can be constructed for the writing lab or basic/introductory classroom as a sequence. The first exercise familiarizes students with correct versions of the grammatical situation they are attempting to master. The second exercise, which enables students to practice the required skills through rewriting, has students select the word or words they think need to be rewritten. After the selections are checked by an instructor, students make the changes they feel are necessary, always rewriting the entire selection. Finally, students are given a mastery test. Rather than use the familiar multiple choice, fill in, or error based exercises, students write controlled and guided compositions, specifically designed to elicit the particular grammatical situation the exercises have been attempting to teach. (HOD)

ED 237 635 CE 036 323

Sekiguchi, Tadashi

Special Training Schools in Japan. NIER Occasional Paper 05/83.

National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Change; *Educational History; Educational Innovation; *Educational Practices; Educational Trends; Futures (of Society); Postsecondary Education; School Districts; *School Role; Secondary Education; Technical Education; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Japan; Special Training Schools (Japan)

In May 1975, the School Education Law in Japan was revised, creating the category of special training schools out of the numerous types of miscellaneous schools that had sprung up following the end of World War II. The Japanese government created regulations for the schools, specifying that the purpose of the special training schools was to help students develop the abilities required for their vocation and their daily lives as well as to help improve their cultural knowledge. The regulations specify three categories of special training schools: upper secondary, advanced or college level, and ordinary courses (which can be taken at any time regardless of a student's age or schooling level). Other regulations specified the qualifications for those who establish, administer, and teach at special training schools; created standards for the school buildings and equipment; provided standards for school subjects; and established an administrative structure to enforce these regulations. The special training schools are expected to play an increasing role in the education of Japanese youth and the retraining of adults for new jobs as technology advances. To serve these needs, the schools will need to develop professional and vocational education, to improve the content of their programs, and to raise their status in the educational world. (KC)

ED 237 677 CE 037 604

Tauber, Robert T.; Knouse, Stephen B.
The Perceived Effectiveness of French and Raven's Five Power Bases

for Vocational High School Teachers and Students.
PUB DATE- 27 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Theories; Classroom Communication; Classroom Environment; *Classroom Techniques; Comparative Analysis; *Discipline; High Schools; High School Students; Interaction Process Analysis; Organizational Theories; School Shops; Social Behavior; Student Attitudes; Teacher Attitudes; *Teacher Behavior; *Teaching Methods; Validity; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- French (J R P); Raven (B)

A study examined the way in which vocational and technical faculty and students perceive the effectiveness of French and Raven's five power bases. (To explain the way in which organizational control operates, French and Raven postulated the following five power bases: reward, coercive, legitimate, referent, and expert power.) During the study, researchers surveyed 193 students from 10 home schools and 13 vocational and technical shops as well as 10 shop instructors. These individuals were asked to rank their perception of the frequency of use of each of the behavior control categories and to rate the effectiveness of each power base. Referent power far outranked the other power bases as the most effective means of control while punishment was ranked as the least effective control strategy. In terms of frequency of use, students felt that the vocational teachers used referent and expert power more frequently than did the home school teachers, while the home school teachers are perceived to use punishment far more frequently than the vocational teachers. Based on these findings, recommendations were made calling for shop instructors to do more to cultivate their expert power and to rely more heavily upon legitimate than on reward power. (Tables summarizing survey findings are appended.) (MN)

Evans, Karen; Brown, Alan
TRADEC III. An Evaluation of Trades Education Schemes. III. Research Design and Methodology. A Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-10-5
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Comparative Analysis; Educational Research; Foreign Countries; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Research Design; *Research Methodology; Surveys; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Great Britain; TRADEC; *Trades Education Schemes

The aims of an evaluation of the Trades Education (TRADEC) schemes were to report on the approach's distinctive features and to assess the TRADEC system's effectiveness and potential for educating and training a wide range of workers. The research design comprised three major elements. First, a developmental phase was devoted to identification and clarification of the key evaluation questions, construction of a detailed description of the system and its component schemes, and development of a set of working hypotheses. Second, empirical investigations of schemes currently in operation required four approaches to data collection: compilation of existing recorded data across all cases, survey of key evaluation variables across a representative sample, detailed case study of a limited number of cases, and observation of selected system processes. Third, comparative studies were designed to draw "broad-brush" comparisons between the philosophy and implementation of TRADEC and those of vocational preparation and conventional day release. (Appendixes, amounting to approximately three-fourths of the report, include the primary evaluation questions and survey questionnaires for all participants in TRADEC schemes.) (YLB)

ED 237 774 CE 037 842

How to Custom Design Training for Business and Industry.

Elgin Community Coll., Ill.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Colleges; Education Work Relationship; Higher Education; *Job Training; *Models; *Program Development; *Program Implementation; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Elgin Community College IL

This booklet outlines the process used by Elgin Community College to custom design training for business and industry. The implementation of the process, beginning with the initial request for training, is addressed rather than how the service is marketed. The booklet is divided into the following six sections: introduction, Illinois State Board of Education Product Abstract and table of contents, philosophy behind the model process for custom designing training for business and industry, the organization charts of the community college that developed the model process, a flow chart showing the steps implemented in the model process, and a narrative description of the 11 major steps that are implemented in the model process, with samples of forms that are used. The 11 major steps described in the model are the following: (1) receive initial training request, (2) identify subject matter expert to recruit as possible instructor, (3) meet with company representative, (4) identify instructor, (5) develop training proposal, (6) present training proposal, (7) have training proposal accepted, (8) implement orientation/development time (conduct needs assessment), (9) provide training, (10) implement evaluation process, and (11) do administrative follow-up. (KC)

ED 237 789   CE 800 043

Miller, Juliet
Experiential Education. Overview: ERIC File Sheet No. 1.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Educational Objectives; *Experiential Learning; *Field Experience Programs; Guidelines; Postsecondary Education; Program Descriptions; Program Development; Resource Materials; Secondary Education; Staff Development; Student Needs; *Work Experience Programs
IDENTIFIERS- ERIC; Fact Sheets; PF Project

A basic overview of experiential education is provided in this fact sheet. Topics covered include: (1) a definition of experiential education; (2) learners' needs and educational goals that can be met through experiential education; (3) descriptions of six types of experiential education programs; (4) guidelines for 10 key areas to consider when planning programs; and (5) a list of areas in which staff development may be needed. A bibliography of three references and 15 additional resources on experiential education, most of which are available from the Educational Resources Information Center (ERIC) system, is included. (DC)

ED 237 820 CG 017 074

Life Satisfaction in a Gifted Population.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academically Gifted; *Adults; Expectation; Individual Development; Individual Power; Interpersonal Competence; Lifelong Learning; *Life Satisfaction; Predictor Variables; Self Actualization; Self Concept; *Well Being

Although gifted children have been the subject of investigation for 60 years, little information is available on gifted adults, particularly in regard to life satisfaction. To investigate life satisfaction in adults who as children were labeled as gifted, 298 adults, with a mean age of 27, completed a Likert-type instrument measuring degree of life satisfaction, and Flanagan's Quality of Life Scale. Degree of life satisfaction assessed such areas as happiest period of life, general life satisfaction, and feelings about personal and societal futures. The quality of life factors focused on physical and material well being, interpersonal relations, social activities, personal development and fullfillment, and recreation. For purposes of analysis the subjects were divided into five age groups at 5 year intervals. An analysis of the results showed that gifted individuals have a high degree of confidence in themselves and are satisfied with the quality of their lives. The largest percentage in all age groups rated their present age as the happiest period of their lives, and the majority (70%) of all respondents were satisfied with life in general. In regard to the future of society, 34% were optimistic, while 81% were optimistic about their personal futures and that of their families. Of most importance to this population of gifted individuals were health and personal safety, learning, understanding oneself, and relationship with one's spouse. Of least importance was participation in government and public affairs. (Author/BL)

ED 237 834 CG 017 088

Shrey, Donald E.; Hursh, Norman C.

Rehabilitating the Industrially Disabled: Research Results and Counseling Strategies.
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accidents; Behavioral Objectives; Caseworker Approach; *Counseling Techniques; Counselor Training; *Industrial Personnel; *Injuries; Job Placement; Models; Physical Disabilities; Rehabilitation Counseling; *Rehabilitation Programs; *Vocational Rehabilitation
IDENTIFIERS- Private Sector

Private sector vocational rehabilitation programs, which serve the vocational needs of industrially injured workers, have experienced tremendous growth since 1970. Legislative mandates, worker compensation insurance, as well as the ineffectiveness of state rehabilitation counselors to provide adequate job placements for disabled workers are all contributing factors to this growth. Surveys, however, have shown that despite the expectations for private sector rehabilitation, private agencies share the same difficulties as the public sector. This paper presents, in a five-step sequential model written for rehabilitation counselors, program administrators. and counselor educators, a rehabilitation program specifically designed for industrially injured workers. Each step is defined in terms of function, purposes, outcome criteria, and procedures. Step 1 focuses on the assessment of the client's vocational, economic, medical, psychological, and social needs, motivations, and abilities. Step 2 involves the identification of a specific vocational rehabilitation goal, while step 3 identifies barriers and facilitators to that goal. During step 4, intermediate behavioral objectives toward accomplishing the overall goal are generated. The fifth and final step evaluates the effectiveness of the process and outcome of the rehabilitation activities. (BL)

ED 237 866 CG 017 121

Leighton, Jeannette; Sprague, Patricia
Enhancing Services to the Rural Elderly through Primary Care Center
PUB DATE- 18 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Consumer Education; Deinstitutionalization (of Disabled); *Delivery Systems; Health Services; Home Programs; Interdisciplinary Approach; Models; *Older Adults; *Primary Health Care; Program Descriptions; Program Implementation; *Rural Population; Social Services
IDENTIFIERS- Maine

This paper describes a systematic, coordinated approach to the delivery of health and social services to the rural elderly of Main provided by the Kennebec Valley Regional Health Agency. Four points of the model are described which distinguish it from other models o coordination: (1) a strong medical orientation in the assessment process; (2) involvement of rural, primary health care centers as part of a service team; (3) location of rural coordinators in medically underserved areas; and (4) the provision of client, consumer and provider education. These four points illustrate how the provision of services to the rural elderly can be enhanced through primary care centers. The implementation of the model is also described, and the role of the agency in preventing or delayin unnecessary institutionalization is discussed both as a measure of cost effectiveness and as improving the quality of life and emotional well being of the rural elderly. (JAC)

ED 237 943 CS 007 429

Turetzky, Lois Golub
Does the Teaching of "Story Schema" amd the Use of Schema Related Questioning Improve Reading Comprehension?
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Grade 5; Intermediate Grades; Literary Criticism; *Questioning Techniques; Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Research; *Schemata (Cognition); Short Stories; *Story Reading; Teaching Methods
IDENTIFIERS- *Story Grammar

A study investigated whether reading comprehension would improve if children were made aware of story grammar and were asked schema-related questions. Subjects were 33 fifth grade students, half scoring on or above grade level and half scoring below grade level on the reading section of the Metropolitan Achievement Tests. During 11 sessions, 45 minutes each, students were introduced to the concepts and categories of story grammar: setting, initiating events, responses, reactions, outcomes, theme, plot, and characterization. Students learned to identify the various story categories by analyzing nine short stories, completing a story structure chart, and composing a story element to fit the category highlighted at each session. Pretest and posttest scores on a story grammar criterion test were subjected to a repeated measures analysis of variance, with sex and reading achievement as independent variables. The high level reading group went from a pretest mean of 3.29 wrong to a posttest mean of 1.4 wrong; the low reading group went from a pretest mean of 3.44 wrong to a posttest mean of 2.41 wrong. The program appeared, therefore, to benefit the high achievement groups more than the low. There was no indication that sex was a factor. The results suggest that when story grammar is taught with story schema related questions, reading comprehension improves. The technique, however, needs to be refined to benefit children of lower reading achievement and expanded for application to other types of prose. (Materials used in the study are appended.) (HTH)

ED 237 974 CS 207 577

Berardi, Lucy Krabbe
Touchstones for the Writing Process.
Los Altos School District, Calif.
PUB DATE- 82
AVAILABLE FROM- W.R.I.T.E., 160 S. Springer Rd., Los Altos, CA 9402
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Grade 7; Grade 8; Handwriting; Instructional Material Junior High Schools; Learning Disabilities; *Mainstreaming; *Progr Content; Program Evaluation; *Writing Instruction; Writing Skills
IDENTIFIERS- Elementary Secondary Education Act Title IV; PF Projec

Two individualized writing programs, useful for mainstreaming learning disabled students into the English classroom were field tested among 100 seventh and eighth grade students in four school districts. The document reports on the results of "Mission WRITE," the design of "Touchstone WRITE," and the strategies used in teaching content organization, spelling, handwriting, vocabulary, syntax, grammar, and mechanics. The major portion of the document focuses on the "Touchstone" process, program results, inservice design, scoring methods, analytical rating methods, record keeping, teaching strategies, and writing units. Over half of the document consists of illustrations, graphs, samples of student work, evaluation forms, skill charts, student writing worksheets, sample student pages from "Mission WRITE," and appendices. Appendices include a guide to analytical rating, a report on the evaluation of "Touchstone WRITE," charts illustrating the contents of the units, and bibliographies. (LH)

ED 238 037 CS 504 409

Shyles, Leonard
Defining the Images of Presidential Candidates from Televised Political Spot Advertisements.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Advertising; Content Analysis; Leadership Qualities; *Mass Media Effects; Personality Traits; *Public Opinion; *Qualifications; Television; *Television Commercials; Television Research
IDENTIFIERS- *Image Analysis; *Political Advertising; Presidential Campaigns; Presidential Candidates

A study examined the images of the 1980 presidential election primaries as expressed by televised political spot advertisements. Systematic coding of image content was completed for all 30- and 60-second commercials during the primary campaign. An advertisement's image score was defined as the number of positive evaluations of words and phrases used which matched terms from a predetermined list of image attributes. The results indicated that most image references were about experience (30.5%) and competence (15.1%). Democratic party dominance in the altruism category was nearly balanced out by the Republican party's dominance in competence. For both parties, the experience, leadership, and competence categories together accounted for over 55% of image mentions. The major image references made on behalf of incumbent Jimmy Carter were to his experience, strength, and honesty. Ronald Reagan was also drawn as a man with great experience. Among the other candidates, Edward Kennedy was portrayed as a caring leader with strong personal qualities, George Bush was characterized as highly competent and experienced, and John Anderson was mainly portrayed as "different" from the mainstream candidates. (HTH)

ED 237 649 CE 037 480

Sexton-Hesse, Charlene A.

Critical Issues in Empirical Human Science: The Contribution of Phenomenology.

PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; Continuing Education; Educational Research; Graduate Study; *Philosophy; Postsecondary Education; *Research Design; Research Methodology; Research Needs; *Research Problems; Scientific Research; *Social Science Research
IDENTIFIERS- *Phenomenology

Issues that are central to science when the object of inquiry is the human being need clarification and analysis. These issues can be formulated as a question, such as, "How can researchers in adult and continuing education conduct research that is empirical human science; that is, how can they study human beings as persons with values, will, and freedom, and still meet the requirements of a scientific community?" The focus of research in adult and continuing education, as in most other areas in the human sciences, has been knowledge for prediction and control. As a field of practice, however, it also needs knowledge about human growth and development. Research studies in the human sciences have often suffered from the tendency to increase the objectivity of the study by ignoring the human condition, or to neglect objectivity while pursuing subjective aspects through self-reporting techniques, interviews, and so on. The impact of these competing constraints on research in the social sciences has restricted its content. In order to conduct research that is empirical human science, researchers need to examine the relationship of philosophy and science, particularly the meaning of subjectivity and objectivity in phenomenological philosophy. Phenomenology as a philosophy has as its chief concern "everything presented to us directly." No objects as such exist, only subjective experiences that refer to objects. Phenomenology's definitions of subjectivity and objectivity can demonstrate that empirical science and human science are not contradictory. Graduate students in adult education should understand this philosophy in order to be able to conduct more meaningful research. (KC)

ED 237 663 CE 037 548

Agricultural Education: A Look at the Profession. Proceedings of the Annual National Agricultural Education Research Meeting (10th, Anaheim, California, December 2, 1983).

American Vocational Association, Arlington, VA. Agricultural Education Div.

PUB DATE- 2 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Adult Vocational Education; *Agricultural Education; *Educational Research; Educational Researchers; Graduate Surveys; Instructional Materials; Student Attitudes; Teacher Attitudes; Teacher Education; Teaching Methods; Vocational Education Teachers; Work Experience Programs
IDENTIFIERS- Supervised Occupational Programs

These proceedings contain the agenda, discussants' reports, and 30 papers from the 1983 National Agricultural Education Research Meeting. A discussant's report precedes each group of three papers on one theme and critiques the strengths and weaknesses of the research reported. The 10 themes and representative topics of papers are adult education (exemplary program policies and practices, an adult education program in agriculture); teacher education (occupational market analysis of vocational agriculture teacher education positions, developing and maintaining researchers in agricultural education, national assessment of agricultural education student organizations); vocational agriculture students (leadership and personal development abilities, job placement, horticulture programs for special needs students); supervised occupational experience (relationship to establishment in an occupation, factors associated with participation); a look at vocational agriculture and its components by students, administrators, and teachers (administrator attitudes, student satisfaction); agricultural education graduates (predicting whether graduates will teach, competencies needed to utilize microcomputers); instructional materials (evaluation of materials); vocational agriculture teachers (placement and retention factors; trends in preparation, demand, and mobility; role perceptions); teaching methods/strategies (tolerance and disciplinary effectiveness, teaching livestock skills); and how to improve research in agricultural education (sample size, path analysis). (YLB)

ED 237 691 CE 037 645

Review of Veterans' Education Programs. Hearing before the Committee on Veterans' Affairs, United States Senate, Ninety-Eighth Congress, First Session on S. 8, S. 9, S. 667, and Related Bills.

Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.

PUB DATE- 16 Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Federal Aid; *Federal Legislation; Hearings; Military Personnel; *Student Financial Aid; Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- Congress 98th

This report of a hearing before the Committee on Veterans' Affairs, United States Senate, provides information on veterans' educational programs. The focus is a review of several legislative proposals regarding educational programs and benefits for veterans and service personnel. Texts of the three bills (All-Volunteer Force Educational Assistance Act, GI Bill Benefits Increase Act of 1983, and a bill to fine-tune the veterans' educational assistance program) are provided in addition to introductory statements of the bills' authors. Testimony includes statements and written statements from individuals representing the Department of Defense; Veterans' Administration; Federal Personnel and Compensation Division, General Accounting Office; Congressional Budget Office; American Association of State Colleges and Universities; National Association of State Approving Agencies; a panel of representatives of veterans' organizations; and U.S. Senators. Responses are also provided to questions submitted to these agencies, associations, and organizations. (YLB)

ED 237 706   CE 037 708

Kopecky, Robert J.
Where Do We Go from Here? A National Model for Meeting the Informational Needs of the Unemployed.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advertising; *Career Change; Career Education; *Conferences; *Coping; *Dislocated Workers; Program Descriptions; Program Evaluation; Publicity; Recruitment; *Retraining; Seminars; *Unemployment

The "Where Do We Go from Here?" conferences provide information to meet the long-term needs of unemployed workers (career change and retraining) and the short-term needs of coping with the psychological problems of being out-of-work. The conference presentation includes 70 to 100 volunteer professionals, providing optimistic and motivational messages. All speakers volunteer their time; materials are contributed by local area banks; and other private businesses and community agencies make in-kind contributions. The program begins with a general assembly. Miniseminars on career changes and subjects related to retraining follow. Most community colleges in the area and special interest groups have exhibits. Participants choose three afternoon "How Can I" sessions out of a possible 12 to 15. Evaluations at the conclusion use an instrument consistent at each presentation for the purpose of comparison. The large number of registrants is due to innovative program marketing using radio and television personalities. The conferences represent phase one of the project to meet the needs of the unemployed. During phase two intensive two-hour evening seminars have been developed at local community colleges on topics such as resume writing, repackaging oneself, and legal and medical concerns. (YLB)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Curriculum; *College Planning; College Presidents; College Programs; *College Role; *Community Colleges; Continuing Education; *Economic Development; Educational Needs; Educational Planning; Educational Trends; Institutional Characteristics; Job Development; Job Training; Policy Formation; Retraining; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Macomb Community College MI

Macomb Community College in Michigan emphasized a commitment to economic development in an effort to combat a failing economy and falling resources for college funding. The college started by forming an internal task force to determine what alternatives were available to meet existing needs, then hosted two meetings focusing on economic development for local government and business leaders. As a follow-up to these activities, workshops on economic development for local officials were conducted. In addition, the college redirected the emphasis of its continuing education department to professional development courses rather than recreational and home management courses. The college president and faculty members were involved in community networks and could take action to meet needs. For example, the college became involved in Comprehensive Employment and Training Act (CETA) activities and custom-designed training programs for industries such as Volkswagen and Hydea-matic. These contacts led to other networks of people who needed programs, could create jobs, or could provide input on job training. The last key element in the effort was Macomb's Center for Community Studies that provided survey research capabilities to the community as well as consultative services to local government and businesses. From an awareness of the problems of the community and a commitment to meeting needs on the part of the whole staff, the college has been able to take action to solve problems, to serve people, and to keep itself a viable and respected institution. (KC)

ED 237 747 CE 037 772

Leach, James A.; Sanders, Carol S.
Education for Employment. Planning for Economic Development: A Strategic Approach.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Business Responsibility; Change Strategies; Community Development; Cooperative Planning; *Developmental Programs; Economic Change; *Economic Development; Education Work Relationship; Elementary Secondary Education; *Government Role; *Government School Relationship; Guidelines; History; Institutional Cooperation; Job Development; Postsecondary Education; *School Business Relationship; School Involvement; *School Role; Statewide Planning; Unemployment; Vocational Education
IDENTIFIERS- *Illinois

This booklet has been prepared to provide business, industry, labor, government, and educational groups with an overview of the economic development process as well as ideas for planning and implementing coordinated economic development activities. An overview defines economic development and provides premises upon which the definition was established. It also identifies three major goals for economic development and defines the roles of the groups involved. Strategies provide objectives and means for accomplishing the goals, identify responsible groups, and suggest delivery systems within which the strategies can be implemented. A final planning section first identifies available resources, then provides a list of suggestions for successful planning within educational institutions, and provides an outline to aid planning efforts. (KC)

ED 237 761 CE 037 802

Gibson, G. Ruth

The Effects of Participation in CVAE and Work Experience on the Basic Employment Skills and Work Attitudes of Disadvantaged High School Youth.

PUB DATE- Dec 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Attitude Change; *Disadvantaged Youth; *Employment Potential; Employment Programs; High Schools; Job Skills; Job Training; Outcomes of Education; *Program Effectiveness; Student Attitudes; *Work Attitudes; *Work Experience Programs

IDENTIFIERS- *Georgia

This study was designed to investigate the effect of participation in the first-year Coordinated Vocational Academic Education Program (CVAE) and the effect of participation in work experience on the knowledge of basic employment skills and work attitudes of disadvantaged youth in selected Georgia high schools. The study compared the scores on the six subtests of parts I and II of the Program for Assessing Youth Employment Skills (PAYES) attained by first year CVAE completers with those of new CVAE students. The population for the study consisted of 151 CVAE programs for disadvantaged secondary vocational students operating in Georgia in 1980; data were gathered from 1,122 students from 23 schools. Analysis of the data indicated that disadvantaged students who had completed one year in the CVAE program had significantly higher scores on four of the six PAYES subtests than did new CVAE students. Two subtests on attitudes toward supervision and self-confidence were not significant but showed a positive direction. The findings support the contention that programs such as CVAE and participation in work experience improve attitudes toward work, supervision, and self and increase cognitive knowledge of jobs, job-seeking, and practical reasoning skills as measured by the PAYES. Since scores attained on the PAYES by the CVAE subjects were below suggested competency levels, it was recommended that appropriate activities be incorporated into the CVAE curriculum to increase preemployment and job seeking skills and attitudes. (KC)

ED 237 850 CG 017 104

Klopfer, Dale S.
Perceiving Layout without Effective Schemas.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Eye Fixations; *Pattern Recognition; *Perception; Perceptual Development; Reaction Time; *Schemata (Cognition); *Visual Perception; Visual Stimuli

The processing of mental structures in perception appears to be serial, in that viewers can fill in missing parts from an impoverished stimulus following a top down process. To investigate the effects of unfamiliarity, complexity, and legibility on object and layout perception of unfamiliar stimuli, ten subjects were shown one of four ribbon objects, containing 2-14 panels representing different levels of legibility (skewed, nonskewed junctions; low or high occluding junctions). The eye movements of six subjects were also recorded as they viewed the ribbon objects. An analysis of the results showed the perceptual schemata were comprised of "chunks" of information and that eye fixation represented such a chunk. The physical size of the chunk, in degrees of visual angle, varied according to the distribution of stimulus information and the availability of processing resources. (Drawings of the ribbon objects and data analyses are appended). (BL)

ED 237 927 CS 007 153

Bates, Ellie
Book Reporting with Book Mobiles.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Art Activities; *Books; *Childrens Literature; *Creative Activities; Elementary Education; Intermediate Grades; Learning Activities; *Reading Instruction; Student Motivation; Writing (Composition)
IDENTIFIERS- *Book Reports; *Mobiles; PF Project

Students can be motivated to share their reading interests and their writing talents by creating book report mobiles. After students have read a book, they begin their mobile by attaching string to an empty box which has been covered with plain paper. Next, they decorate one side of the mobile with a drawing which illustrates the story or they design a book cover with fancy lettering (for those who "can't draw"). They then write a book report which explains the illustration and why someone else should read the book (the students who have lettered the cover can write about the people, places, or happenings in the book). The book report is then transferred to the other side of the mobile. When they are finished, the book mobiles are hung where other students can enjoy them and, if the students like their peers' recommendations, they will choose to read the books themselves. (DC)

ED 237 990 CS 207 974

Gaziano, Cecilie
Social Stratification and the Knowledge Gap: Some Influences on Knowledge Disparities.
PUB DATE- 29 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Characteristics; *Educational Background; *Epistemology; Information Dissemination; Journalism; *Knowledge Level; Local Issues; *Mass Media; *Media Research; *Newspapers; Socioeconomic Status
IDENTIFIERS- *Knowledge Gap Hypothesis; Minnesota (Minneapolis)

Working from a knowledge gap hypothesis stating that as amounts of information in a community or society increase, segments of the population with more education and higher socioeconomic status acquire this information at a greater rate than do lower status groups, a study examined the contributions to neighborhood residents' knowledge of local affairs issues. The Phillips neighborhood, a large, predominantly low-income and working-class neighborhood in south Minneapolis, Minnesota, was selected for study. A random sample of 239 residents was interviewed and asked to name and rank the most important neighborhood problems. Their responses were compared to local issues identified by city planners and neighborhood leaders. Content of the two neighborhood newspapers was analyzed for coverage of the issues. Other analyzed variables included involvement in groups specifically concerned with the issues, personal experience, interest, and education. Data analysis supported the knowledge gap hypothesis. It was also noted that neither reading the neighborhood papers nor participating in groups compensated for lack of education. Even though participation and local press readership led to knowledge gains for the less educated, the more educated were able to make even greater gains. (HOD)

Melvin, Mary P.

The Implications of Sentence Combining for the Language Arts Curriculum.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Creative Writing; Elementary Education; English Curriculum; *Language Arts; Paragraph Composition; *Sentence Combining; Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Skills

Sentence combining can act as a corrective for the large number of language arts lessons and activities that emphasize errors. Based on familiar sentence patterns, sentence combining provides models of effective language use and encourages students to examine and try more expressive and interesting styles of speaking and writing. Sentence combining activities can help teach many skills and concepts in the language arts curriculum. In addition to providing extensive practice in creating sentence structures, sentence combining can help students develop effective paragraphs. For this, kernel sentences are combined into more complex sentences and written in a sequence. Exercises involving several main ideas lead to practice in identifying and writing multiple paragraphs. Creative writing can be introduced through the expansion of sentences. In these exercises, the students are given a basic sentence and asked to make it tell more or sound more interesting by the addition of words and ideas. Sentence combining not only provides a content for writing, it also encourages the use of common vocabulary for discussion of writing structure. More than developing skills in recognizing and correcting errors, sentence combining emphasizes student production of appropriate and interesting sentences. (HOD)

ED 237 881 CG 017 136

Schwartz, Lita Linzer
Parental Responses to Their Children's Cult Membership.
PUB DATE- 27 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Conflict Resolution; *Court Litigation; Emotional Response; *Family Counseling; *Parent Attitudes; *Parent Child Relationship; Young Adults
IDENTIFIERS- *Adult Children; *Cults

Most of the literature relevant to today's religious cults has paid scant attention to the parents of cult members. Two recent studies (1979 and 1982) of parents of ex-cult members revealed that initial parental responses to a child's cult involvement ranged from anxiety to terror. In general, the parents were baffled by their children's new affiliation, especially in those cases that began in the 1970's when there was little public awareness of cults. Negative parental reactions have been attributed to the threat cults pose to the family's economic goals and authority structure and to the appropriation of parental roles; few writers have recognized the disruption of the affectionate relationship within the family. Published accounts by parents of cult children reveal that parents often blame themselves, and that most had difficulty finding the child. Of the 49 ex-cult members in the 1979 and 1982 surveys, 31 were rescued by parents and 6 defected voluntarily. Parents have turned to kidnapping and deprogramming, conservatorship, and civil suits against the cults. Since most cult members are legally adults, and most cults have First Amendment protection as religious groups, the courts have provided few clear-cut remedies. Family therapy can help preserve the family unit and prepare the family for an eventual harmonious reconciliation, but it is not a function of the therapist to aid in abduction or deprogramming. (JAC)

Steyaert, James P.; Snyder, John F.

Seating Arrangement and Anxiety as Related to WAIS-R Subtest Performance.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Higher Education; Intelligence Tests; Performance Factors; *Physical Environment; *Sex Differences; *Test Anxiety; *Testing Problems
IDENTIFIERS- *Wechsler Adult Intelligence Scale (Revised)

Performance on the Digit Span (DSP) and Digit Symbol (DSY) subtests of the Wechsler Adult Intelligence Scale (WAIS) have been said to be vulnerable to the effects of anxiety, seating arrangements, and sex of subject. To determine the effects of these variables on anxiety and test performance on the WAIS-R DSP and DSY subtests, 40 male and 40 female college students were administered the subtests after being assigned to a seating position (corner-to-corner vs. face-to-face). Both before and after the subtest administration, subjects completed the Affective Adjective Checklist to assess their anxiety status. An analysis of the results showed that seating arrangement, anxiety levels, and sex of subject had no significant effect on subtest scores. Further, anxiety was unrelated to seating arrangement or subject gender. (BL)

ED 237 805 CE 800 059

Beaudin, Bart
Employer-Sponsored Training. Overview: ERIC Fact Sheet No. 17.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Employer Employee Relationship; *Employers; *Industrial Training; Industry; *Inplant Programs; Off the Job Training; On the Job Training; Resource Materials; Statistical Surveys; Training Methods; Training Objectives

IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet identifies some of the basic premises of employer-sponsored training and reviews two studies that surveyed the quantity of occupational training in industry. Highlights and statistics from a 1977 study by Seymour Lusterman entitled "Education in Industry," and a 1975 study by the Bureau of Labor Statistics entitled "Occupational Training in Selected Metalwork Industries, 1974" present findings concerning percentages of companies which provide training programs, types of programs offered, percentages of employees participating in training, reasons why companies have training programs, and budget and personnel allocations for training. Three identified categories of training are listed: essential, remedial, and beneficial. The following on-site and off-site training methods are described: (1) on-the-job training (OJT); (2) coaching; (3) job rotation; (4) lecture; (5) audiovisual; (6) computer-assisted instruction; and (7) equipment simulators. Three professional journals are listed as sources of information on this topic along with a bibliography citing six resources, three of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 896 CG 017 151

Meltzer, Lynn J.; And Others
Cognitive and Learning Profiles of Delinquent and Learning-Disabled Adolescents.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Failure; *Adolescents; *Cognitive Processes; Comparative Analysis; *Delinquency; *Learning Disabilities; Males; Problem Solving; Response Style (Tests); Secondary Education

The relationship between juvenile delinquency and learning disabilities has been studied in the context of socioeconomic status, temperament, school success, and peer relationships. To use a process-oriented approach in evaluating cognitive and learning profiles of delinquents and learning disabled adolescents, and to examine the possibility that a specific subgroup of delinquents might display learning profiles similar to the learning disabled, the educational and cognitive profiles of adolescent males (53 delinquent, 26 learning disabled, and 50 average achieving adolescents) were compared over a 2-year period. The Survey of Educational Skills was used to assess reading, spelling, written expression, mathematics, and cognitive problem solving abilities. An analysis of the results showed the existence of various subtypes of delinquency which could be differentiated using process-oriented cognitive and educational assessment techniques. One subtype was unique to delinquency and possibly reflected individuals with behavioral and social problems superimposed on specific learning profiles. A second subtype displayed cognitive and educational profiles which were virtually identical to learning disabled adolescents. The third subgroup was characterized by learning and cognitive profiles which were similar to those of average achievers. Using the process-oriented techniques, delinquency prevention and rehabilitation programs can better identify clients and develop programs to meet their unique needs. (BL)

ED 237 958 CS 007 446

Miall, David S.
Metaphor and Transformation: The Problem of Creative Thought. Technical Report No. 300.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cerebral Dominance; Comprehension; *Creative Thinking; *Creativity; Creativity Research; Imagination; *Metaphors; Models; *Reading Research; Scientific Concepts; Self Expression; *Theories
IDENTIFIERS- *Affective Response; Theory Development

An examination of the introspective evidence of artists and scientists on their creative processes suggests that determining the causes underlying the transformation of material in thought is the key for understanding creativity. A similar problem underlies the transformational process of understanding metaphor. T.S. Kuhn's view of scientific revolutions and the nature of thought in dreams provides evidence for transformations in thought under the impact of experiential anomalies. Such transformations are guided by or express affective states or attitudes. Evidence for the productive role of affect in thought can be found in several sources, including research on the frontal regions of the brain and the affective correlates of response to metaphor. An adequate theory of creativity must await further research on the anticipatory properties of affect, but a useful place to begin research is with the response to metaphor. (Author/FL)

ED 238 006 CS 208 040

Roberts, David Harrill
Experimental Research in Written Composition: A Critical View.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cognitive Processes; Evaluation Criteria; *Holistic Evaluation; Professional Associations; Research Methodology; *Research Needs; *Research Problems; Teacher Effectiveness; Teacher Evaluation; Writing (Composition); *Writing Evaluation; *Writing Processes; *Writing Research

Of great concern among researchers is the effectiveness of holistic scoring, which is necessarily product-centered and decontextualized, in measuring writing quality, the mental processes necessary for writing, or teaching skill. The Committee on Teaching and Its Evaluation in Composition of the Conference on College Composition and Communication has made suggestions for shifting the focus of evaluation from the product to the process. Furthermore, it stresses the need and makes suggestions for viewing language teaching from a constructivist stance rather than from a reductionist position. The writing quality evaluations of much of the research in written composition, clearly more reductionist than constructivist, fail to take into account the purpose of the writer, the writer's audience, or the sociopolitical context of the writing act. Future research in writing should utilize the six evaluation instruments suggested by the committee that take into account the goals of both course and teacher, the background and preparation of students, and many other factors critical to the learning experience. Research in written composition should also consider language change over periods longer than a single academic term. Unfortunately, researchers today are caught between the expediency of experimental research and the completeness of naturalistic inquiry. One demands empirical inquiry based on the tenets of logical positivism, and the other requires a costly commitment to naturalistic inquiry based on the belief in a multiple reality. (HOD)

ED 238 038 CS 504 412

Gordon, Ron
The Effects of Perceived Mutual Understanding in Interpersonal Communication.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Affective Measures; College Students; *Emotional Response; *Empathy; Females; *Interpersonal Communication; Males; *Self Concept; Sex Differences; Speech Communication
IDENTIFIERS- Peak Experiences

To investigate the effects of mutual perceived understanding on the communicators, 86 undergraduate students in a speech communication course were asked to use a 382 item checklist to identify those feelings and sensations that described their own experiences of intense communication. Analysis of subjects' responses showed that 63 items were chosen by over one-third of the students. Six items revealed significant response differences between the sexes, with females having higher proportions in each. Results indicated that perceived mutual understanding was a significant and valued experience, marked by strong feelings of accomplishment and effectiveness, of empathic harmony with another person, of well-being and peace, and of physiological activation. (MM)

ED 237 636 CE 036 395

The Development of an Occupational Information System (OIS), Volume II.

Louisiana State Univ., Baton Rouge. Div. of Continuing Education.

SPONS. AGENCY- Louisiana State Dept. of Labor, Baton Rouge.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Computer Oriented Programs; Development; *Information Systems; Labor Market; *Labor Needs; *Labor Supply; *Occupational Information; Postsecondary Education

IDENTIFIERS- *Louisiana; *Occupational Information System

Suppliers of postsecondary trained manpower data in Louisiana were surveyed during a project to obtain labor market information and occupational supply/demand information. All supply data were computerized and assigned to the appropriate training file. The data compiled fell into four major categories with regard to the method(s) of capture and introduction into the system. Various methods were used to develop these components of the Occupational Information System: occupational demand, occupational supply, crosswalk, and coding systems. Data indicated shortages in such occupations as general merchandise, law enforcement, heavy equipment operations and maintenance, secretarial occupations, and general clerical occupations. The largest surpluses were shown in real estate, practical nursing, barbering, welding, electrical and electronics technology, and air conditioning. Appendixes, amounting to the largest portion of the report, include (1) correspondence and sample questionnaire; (2) tabular data presented by Labor Market Area in ascending order by the United States Office of Education code, in descending order by difference between demand and supply, in a summary table of unmet demand, and in descending order by difference between demand and supply for occupational training by educational/training entities; and (3) occupational and educational code crosswalk. (YLB)

ED 237 637 CE 036 546

Byrnes, Kerry J.

Diffusion and Adoption of Innovations in Fertilizer-Related Agricultural Production Technology in Developing Countries.

International Fertilizer Development Center, Muscle Shoals, AL.

ED 237 678 CE 037 605

Governors and New Economic Challenges. A Background Paper.
National Governors' Association, Washington, D.C.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

DESCRIPTIONS- Economic Change; *Economic Progress; *Federal Government; *Government Role; Productivity; Public Policy; *State Action; *State Government
IDENTIFIERS- *Economic Growth

Since World War II, the American economy has consistently grown. However, this economic growth has been less impressive in the past 10 years, and some significant problems have developed. These include slowed economic growth, high inflation, and high unemployment. Among the major interrelated causes of these problems have been international competition, high interest rates, low savings and investment rates, and growing federal deficits. Three factors--price stability, technological capacity, and changes in the composition of the work force--suggest the potential exists to make the 1980s a period of more rapid economic growth than the 1970s. Federal policies should provide a reasonable and stable framework for private economic activity through monetary and fiscal policies. The federal government also must handle various international trade problems and stimulate research and development. The state role in stimulating economic growth and productivity encompasses activities in such areas as basic education, higher education, employment and training, transportation, other infrastructure, private-public cooperation, state business assistance policies, regulatory reform, and export promotion. (YLB)

ED 237 692 CE 037 646

The Prospects for Unemployment and Inflation. Hearing before the

Subcommittee on Domestic Monetary Policy of the Committee on Banking, Finance and Urban Affairs, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Banking, Finance and Urban Affairs.

PUB DATE- 1 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Education; *Federal Government; *Government Role; Hearings; *Inflation (Economics); *Monetary Systems; *Public Policy; *Unemployment
IDENTIFIERS- Congress 98th

This report of a hearing before the Subcommittee on Domestic Monetary Policy of the Committee on Banking, Finance, and Urban Affairs, House of Representatives provides information on unemployment and prospects for employment. The report focuses on the role of the Federal Reserve and actions the administration and Congress must take to bring down unemployment to ensure a successful economic recovery. Testimony includes statements by and additional information submitted for the record by the president of the Federal Reserve Bank of Chicago and the vice chairman of the Board of Governors of the Federal Reserve System, as well as articles from the Wall Street Journal and Dun's Business Month. (YLB)

ED 237 720 CE 037 723

Training the Occasional Trainer.
Oak Ridge Associated Universities, Tenn.
SPONS. AGENCY- Office of the Assistant Secretary for Management and Administration (DOE), Washington, DC.
REPORT NO.- ORAU-222
PUB DATE- Dec 83
CONTRACT- DE-AC05-76OR00033
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; Behavioral Objectives; Course Descriptions; Curriculum Guides; Evaluation; Evaluation Methods; Group Dynamics; Learning Activities; Learning Modules; *Teacher Education; Teaching Guides; Teaching Methods; Teaching Styles; *Technical Education; *Trainers; *Training Methods; Vocational Education

Designed for the full-time, professional trainer, this manual is intended for use as a resource in conducting a short course for occasional instructors in the fundamentals of training. It is written in a modular format so that users can select those modules, or parts of modules, that meet the specific needs of their target audience. Trainer's outlines are provided for half-day, one-day, and the complete two-day courses. The introductory chapter discusses the need for training the occasional trainer. Each of the following eight chapters deals with an individual concept or aspect of training: defining the audiovisual aids, evaluation of group dynamics, and trainer styles. In each chapter are an instructor's guide and a course guide. The instructor's guide contains background information, theory, and examples. Contents of the course guide include a sheet detailing purpose, module objective, time required, suggested audience, lists of text and reference material, equipment and supplies, as well as training methods, lecture notes (a detailed outline with suggested exercises and activities) and handouts. (YLB)

ED 237 734 CE 037 744

Pascale, Pietro J.
Ohio Citizens Survey on Driver Education Technical Report.

SPONS. AGENCY- Ohio Driver and Safety Education Association.
PUB DATE- 23 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitudes; Community Attitudes; *Driver Education; Majority Attitudes; *Program Attitudes; *Program Effectiveness; Secondary Education
IDENTIFIERS- *Ohio

In 1982, the Ohio Driver and Safety Education Association contracted with PJP Associates to conduct a statewide survey to gather data about the driver education program as it is conducted in the public schools of Ohio. The survey questionnaire contained 12 questions about driver education and 10 demographic questions. The survey used two methods of data collection--a mail survey and a hand-carry survey to reach a selected representative sample of the population. The mail survey yielded 357 returns and the hand-carry survey yielded 1,273 returns for a total response of 1,630 returns. The mail survey and the hand-carry survey produced very similar results, some of which are as follows: (1) driver education should be required for all drivers, according to most respondents; (2) 86 percent of the respondents think high school driver education is the best method for teaching people to drive, and three out of four persons surveyed feel that public school systems should be required to offer both on-road and in-classroom sections of driver education; (3) about 30-40 percent of those responding think driver education should be financed by the state educational system, with a slightly lesser number thinking it should be financed by fines from traffic violators; (4) a majority of respondents feel that the classroom instruction of driver education should be conducted during the regular school day; about one-third think that the in-car part of driver education should be carried out during the regular school day and one-third think that the in-car phase should be carried out before and after school; (5) a majority of the respondents felt all phases of the driver education courses are very worthwhile or worthwhile; and (6) about four times as many respondents favor the high school driver education program as the private driving school programs. (Data in the survey results are also broken down by sex, by city size, and by age). (KC)

ED 237 775 CE 037 843

Steps for Establishing a Training Information Clearinghouse.
Elgin Community Coll., Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept.

of Adult, Vocational and Technical Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Clearinghouses; College Programs; *Community Colleges; Cooperative Planning; Educational Planning; Education Work Relationship; Guidelines; Higher Education; Information Dissemination; Information Services; Information Storage; Information Systems; *Job Training; Models; *Program Development; *Program Implementation; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Elgin Community College IL

This handbook outlines the steps taken at Elgin Community College to establish a training information clearinghouse. It is intended as a model for community colleges to use for establishing a training information clearinghouse, enabling them to link business and industry more effectively with information on training programs available in the area. The handbook is divided into the following nine sections: (1) introduction; (2) Illinois State Board of Education product abstract and table of contents; (3) background on the training information clearinghouse planning steps; (4) information on the formation of focus groups to discuss the project and the meetings that were conducted with these groups, with sample materials; (5) information about the training information hotline; (6) the names, companies, and occupations of training information resource people; (7) a description of the business and industry training assessment survey that was taken during the project; (8) the business and industry training information directory that includes the process used in compiling the directory, a list of its contents, and descriptions of its purpose, audience, and promotion, with sample pages and related news articles; and (9) a brief summary of the implementation of the project. Related sample forms and project materials are interwoven throughout the handbook sections. (KC)

ED 237 790 CE 800 044

Arrington, Larry
Military Curriculum. Overview: ERIC Fact Sheet No. 2.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTIONS- *Curriculum Development; *Curriculum Guides; *Instructional Materials; *Military Organizations; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- ERIC; Fact Sheets; *Military Curriculum Project; PF Project

The Military Curriculum Project at the National Center for Research in Vocational Education has been responsible for reviewing approximately 1,400 military courses and selecting those which are applicable to civilian vocational and technical programs. The course materials have been found to be useful as classroom materials and as curriculum resources. Over 150 courses have been selected covering 19 occupational areas. Some examples are: (1) Agriculture: Veterinary Specialist; (2) Building and Construction: Carpentry Specialist; (3) Business and Clerical: Computer System Operation; (4) Photography: Offset Printing; (5) Textiles and Clothing: Fabric Repair Specialist; and (6) Health: Dental Specialist. This fact sheet includes a bibliography of 41 military courses which are available through the Educational Resources Information Center (ERIC) system. (DC)

ED 237 821 CG 017 075

Siegel, Dorothy; And Others
A Mandatory Freshman Advising Program in a University of 9,000 Undergraduate Students.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Advising; College Freshmen; Counseling Services; Decision Making Skills; Higher Education; Program Descriptions; Program Evaluation; *School Holding Power; *School Orientation; School Registration; Self Evaluation (Individuals)
IDENTIFIERS- *Mandatory Programs; *Towson State University MD

Based in part on a study at Towson State University, Maryland, retention was found to be linked to advising. In response to this defined linkage, a freshman advising program was developed which emphasized mandatory participation, increased faculty awareness of the complexities of advising, self-assessment, the merger of Academic Affairs with Student Services, and the identification of a new, overall goal for advising. In an attempt to pilot study the advising program, 1,380 incoming freshmen and faculty members participated in a predesigned registration program. The faculty program materials consisted of self-assessment questionnaires, directions to be given to students, a checklist and resource sheet, and catalogs. Students received a schedule book and registration materials. Prepared programs informed students of general university requirements and directions for completing the questionniares. Faculty advising, which lasted on the average of 1 hour per student, followed the prepared program. Both students and faculty evaluated the program after the advising sessions. An analysis of the results showed that the most significant accomplishment of the program was to identify the overall goal of advising. Faculty gained more awareness of student options and the complexities of advising. The majority of students felt the program was beneficial. (The assessment instruments are appended.) (Author/BL)

ED 237 835 CG 017 089

Sager, Beatrice W.
Fear of Success, Sex-Role Orientation, and Definitions of Success: A Correlational Study.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adolescents; *Fear of Success; *Females; Low Achievement; Secondary Education; Sex Differences; *Sex Role; *Test Bias; Test Validity; *Values
IDENTIFIERS- *Definitions of Success Scale

Anticipation of negative consequences and sex role have both been found to contribute to fear of success (FOS). Specifically, research has found that expressive personalities (feminine) exhibit high FOS while instrumental personalities (masculine) exhibit low FOS. To demonstrate that values, especially those associated with sex roles, determine definitions of success and therefore explain the relationship between high FOS and expressive personality traits, a new scale, the Definitions of Success Scale (DOSS), was devised. The scale employs four definitions of success, two traditional (business, academic) and two nontraditional (social, family). Female high school students (N=160) completed the DOSS, the Bem Sex Role Inventory (BSRI), and the Zuckerman FOS scale. Analyses of results showed that expressive personalities chose nontraditional values and exhibited high FOS. The findings suggest that the bias of the FOS scale is responsible for FOS scores. (The DOSS is appended). (BL)

ED 237 867 CG 017 122

Walz, Garry R., Ed.; Benjamin, Libby, Ed.

Shaping Counselor Education Programs in the Next Five Years: An Experimental Prototype for the Counselor of Tomorrow. Proceedings of the Flagship Conference of the Association for Counselor Education and Supervision, (Orlando, Florida, April 19-May 2, 1983).

Association for Counselor Education and Supervision, Washington, D. C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTIONS- Counseling Techniques; *Counseling Theories; *Counselors; *Counselor Training; Cultural Pluralism; *Curriculum Development; *Educational Trends; Ethics; Futures (of Society); Guidance Programs; Higher Education; Leadership Styles; Midlife Transitions; *Professional Development; Research Skills; Sex Role; Social Change; Supervisory Methods; Technological Advancement
IDENTIFIERS- Health Counseling

This monograph contains the proceedings of the Flagship Conference of the Association for Counselor Education and Supervision (ACES), which was designed to discuss the future of counselor education and to share images of how the counseling profession can be promoted and enhanced. The 16 papers are loosely divided into categories. The first two papers discuss creative leadership and changing trends in counselor training. The next five articles deal with special perspectives on needed or potential changes in counselor education, such as research, health counseling, behavioral counseling, mental health counseling, and the new field of state-of-consciousness counseling. The next three papers emphasize equity and basic human rights, including counseling in a culturally pluralistic society, prejudice, and sex role issues. The impact of technology on counselor education and practice is discussed from the perspective of ethical issues. The next three articles delve into the future of guidance, through a discussion of significant changes in society and their resultant impact on what counselors do, and the need for counselor renewal. The book concludes with an overall retrospective statement that also emphasizes the challenge of creative leadership in counselor education for the future. (JAC)

ED 237 912 CG 017 169

Panek, Paul E.; Stoner, Sue B.
Age and Sex Differences in Behavioral Rigidity.
PUB DATE- Aug 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Behavior Patterns; Educational Attainment; Intelligence; *Mental Rigidity; *Older Adults; Personality Traits; *Sex Differences; Stress Variables; *Young Adult
IDENTIFIERS- Test of Behavioral Rigidity

Rigidity, as it relates to aging, refers to motor/cognitive, personality/perceptual, and psychomotor functioning. To investigate the relationship of rigidity to intelligence and educational level in younger and older adults, and of rigidity to age and sex, 48 young adults (25 male, 23 female), with a mean age of 23, and 45 older adults (21 male, 24 female), with a mean age of 65, completed the Test of Behavioral Rigidity and the Quick Test. An analysis of the results showed that intelligence and educational level were significantly correlated with rigidity in the older group but not in the younger group. Contrary to expectations, younger individuals were found to be more rigid, except in psychomotor speed, than older adults. Males were more rigid than females in both age groups. (Author/BL)

Malik, M. F.
Biocybernetic Approach to the Analysis of a Literary Text.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Aesthetic Education; Cerebral Dominance; *Cognitive

Processes; Interdisciplinary Approach; Learning Theories; *Literary Criticism; Perception; Psychophysiology; *Reader Response; *Reading Strategies; Research Methodology
IDENTIFIERS- Aesthetics; *Biocybernetics; Biometrics

Presented as a contribution to the discussion on aesthetic stimulation, the role of imagination, and the identity of specific aesthetic stimuli and their relative intensity within a given microcontext, this paper proposes the application of biometric tests to monitor readers' physiological responses to selected literary texts as a precedent for collaboration between biometric research and aesthetically oriented literary criticism. The three sections of the paper deal with the following topics: (1) the biocybernetic approach to the information impact of a literary text, (2) aesthetic stimulations of a literary text from the biocybernetic viewpoint, and (3) the instrumentation and methodology of biocybernetic assessment. An extensive bibliography concludes the paper. (FL)

ED 237 975 CS 207 627

Hunter, Linda
Basic Writers and the Computer.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; Higher Education; *Microcomputers; *Remedial Instruction; *Revision (Written Composition); Student Reaction; *Word Processing; *Writing Instruction; Writing Processes
IDENTIFIERS- Saint Olaf College MN; *Text Editing

Students in a remedial composition course at St. Olaf College were required to write all their papers on a microcomputer. It was assumed that text editing would be useful not only in the writing and revision processes, but also in building both confidence and morale as students mastered its techniques. The assignments were explained on Monday, and Wednesday students were required to bring drafts to small groups for discussion. Later in the week they brought in revised drafts for individual conferences with the instructors, while the following Monday they turned in yet another revision. In addition, an hour of writing workshop time was required, during which instructors worked with students on specific problems indicated by earlier papers. One class period in the first week was spent introducing the students to the system. In an evaluation of the course, students reported that they used the computer for drafting papers and some even used it for prewriting. Two-thirds of the students were comfortable with the computer after the second paper. Most found the formatting and revision-enabling functions of the computer helpful, but fewer than half made much use of the computer's functions of moving chunks of text around or making global corrections. A comparison of drafts from five randomly selected students indicated that paragraph addition, deletion, and change were about as frequent as word/sentence revision. For most students, text editing proved to be a helpful tool. (HOD)

ED 237 650 CE 037 493

Long, Cathy H.; Hayes, Virginia
The Effects of Variable and Specific Practice on Response Time to Individual Letters and on Overall Speed and Accuracy in Typewriting.
PUB DATE- 26 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Drills (Practice); Educational Research; High Schools; Office Occupations Education; *Outcomes of Education; Skill Analysis; *Skill Development; *Teaching Methods; Training Methods; *Typewriting

This study was designed to determine the effects of variable and specific practice of typing individual letters on response time to typing those letters within specific letter combinations and on overall speed and accuracy of intermediate typists (46 high schools students who were taking Typewriting II). The letters selected for investigation were the "h" as it follows "t," the "e" as it follows "r," the "n" as it follows "i," and the "t" as it follows "i." Students were randomly assigned to three groups: variable practice, specific practice, or typing assignment (control). Pretests were given using three five-minute writings and individual tests of the specific two-letter combinations using the Apple microcomputer with the Mountain Computer Clock. Following 14 days of one-hour classes and a seven-day period of no treatment, the students were tested again using the same methods. Although previous research has suggested otherwise, this study found that neither the variable nor the specific practice drills proved to be more effective in improving response times to specific letters in two-letter combinations than using no drills at all. The study further found that drill work at the intermediate level of skill acquisition did not appear to be helpful to the typist in increasing speed or decreasing errors. Possible explanations suggested for these findings were that students learned letters in combinations (chain effect) and that once these chain reactions were established, drill on letters in isolations was not effective; also, findings showed that repetitive practice is less effective with older students or with students at intermediate levels than with younger or beginning students. Further research was recommended to determine if the use of drills is effective in typewriting instruction. (KC)

ED 237 651 CE 037 495

ED 237 664 CE 037 549

Pittman, Mildred
Teaching/Learning Styles and Preferences: Relevance and Relatedness to Health Occupations Education.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Allied Health Occupations Education; Cognitive Measurement; *Cognitive Style; Cognitive Tests; *Dropout Prevention; *Learning Modalities; *Learning Theories; Personality Traits; Postsecondary Education; *Teaching Methods; Vocational Education

Knowledge of and use of the information provided by learning style theories can be of help in providing better educational experiences for students. Learning style preferences are of particular significance in programs such as allied health/health occupations education that practice selective admissions. Since the students have all been judged academically to be capable of success in the programs, knowledge of learning styles would help to account for the fact that some of them do not succeed and leave the program. Learning style preferences could be used to tailor programs to these students so that they can succeed. Research on cognitive styles that can be used to improve health occupations education includes the following six theories: (1) Witkin's Model of Field Dependence versus Field Independence, (2) Meyers-Briggs Type Indicator, (3) Cognitive Style Mapping, (4) Learning Style Inventory, (5) Learning Preference Inventory, and (6) Productivity Environmental Preference Survey. Knowledge of and use of these and other research instruments in the field can make a difference in the success of students in health occupations education, even if the educational institution does not have the financial and time resources to assess the learning style preferences of all or even of selected students. (KC)

ED 237 707 CE 037 709

Sumner, Jack; Wilson, Ric
Adult Retraining--An Investment in People.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adult Learning; *Adult Students; Adult Vocational Education; Age Differences; *Educational Change; Job Layoff; Job Training; Lifelong Learning; Postsecondary Education; *Retraining; *Student Characteristics; Technological Advancement
IDENTIFIERS- *Job Training Partnership Act 1982; South Dakota

Adult retraining is an important area for educators to understand because there appear to be some changes developing in the delivery of education and training. One change relates to the entry of private enterprise into the training field, such as the computer courses being held by Radio Shack. Other changes concern the population to be educated. This population tends to be more mobile than ever before, and older. These characteristics mean that many adults will be coming and going in training programs (having an effect on the types of programs that can be successful), and that adjustments in teaching strategies will have to be made to compensate for adults' slower reaction times and possible health problems. Other changes in the adult population that will affect retraining include the possibility of job layoff (which may potentially make learners hostile or fearful), increasingly stressful ways of life, and smaller families. The explosion of knowledge as technology advances also makes the task of teaching adults even more overwhelming; the amount of information students must know constantly increases. (The last part of this paper is an overview of the federal Job Training Partnership Act, with emphasis on how it can be used in South Dakota.) (KC)

ED 237 748 CE 037 785

Maley, Donald
Changing Attitudes toward Teacher Recruitment.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; *Industrial Arts; Secondary Education; *Teacher Attitudes; Teacher Influence; *Teacher Participation; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand; Vocational Education

The identification, encouragement, and recruitment of teachers is a professional responsibility that must be faced today. The field of industrial arts holds no external attractors; the job of teacher recruitment rests on the shoulders of teachers, supervisors, and teacher educators. Teachers have attitudes that fail to support any process that will lead to their replacement or replenishment. The factors of attitudes and attitude change on the part of the industrial arts teachers are important concerns in the attack on the problem of teacher recruitment. Some dimensions of the attitude element so vital to the promotion of teacher recruitment are commitment, faith or belief, and concern for the well-being of the profession. Three dimensions of the teacher shortage are the trend in the age groups to be served, the age of teachers currently teaching and their pending retirement from the profession, and the dynamics of industrial arts in both theory and practice. The issues regarding the future of industrial arts are clear. First, teaching industrial arts will require a good supply of bright, creative, and dedicated young people. Second, the industrial arts profession must raise its level of acceptability to the public and educational establishment. (YLB)

ED 237 762 CE 037 803

Gottemoeller, Rose E.; Langer, Paul F.
Foreign Area Studies in the USSR. Training and Employment of Specialists.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-R-2967-RC
PUB DATE- Jan 83
AVAILABLE FROM- Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Area Studies; Career Development; Comparative Analysis; Educational Needs; *Educational Practices; Educational Trends; Elementary Secondary Education; Employment Level; *Employment Opportunities; *Employment Patterns; Foreign Culture; Foreign Policy; *International Education; International Relations; Labor Needs; Labor Utilization; Occupational Information; Postsecondary Education
IDENTIFIERS- *Foreign Area Specialists; *USSR

A study was undertaken to arrive at a broad overview of the Soviet training utilization of foreign area specialists. To gather data for the study, researchers examined European, United States, and Soviet publications and interviewed Soviet emigres and U.S. specialists on the Soviet Union. According to these data sources, specialized training for Soviet foreign and double area specialists can begin as early as primary school and continue through postgraduate studies. An examination of the career opportunities and career roles of Soviet area specialists reveals that they occupy positions in the educational community, research organizations, the media, government agencies, party organizations, military organizations, intelligence services, missions abroad, commercial enterprises, and international exchanges. Because the foreign area specialty is one of the few Soviet professions that legitimizes contacts with foreigners and travel abroad and because a steady demand for their services exists, Soviet foreign area specialists enjoy a prestigious, relatively risk-free career position. The Soviet recognition of the need for numerous African, Latin American, Chinese, and Middle Eastern specialists ensures a trend toward diversity in the Soviet international field. Finally, it would appear that the large group of double area specialists in the Soviet Union reflects Soviet efforts both to counterbalance a closed society and to benefit from other countries' successes. (MN)

ED 237 851 CG 017 105

Dutro, Kenneth R.

The Development of MUMPS-Based Rehabilitation Psychology Computer Applications.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Choice; *Career Counseling; Caseworker Approach; Computer Assisted Testing; *Computer Oriented Programs; Computer Science; Individualized Programs; *Management Information Systems; *Occupational Information; Program Descriptions; Psychological Services; Vocational Aptitude; *Vocational Rehabilitation
IDENTIFIERS- Case Management; *Computer Assisted Guidance; MUMPS Programming Language

The use of computer assisted programs in career exploration and occupational information is well documented. Various phases of the vocational counseling process, i.e., diagnostic evaluation, program planning, career exploration, case management, and program evaluation, offer similarly promising opportunities for computerization. Using the Massachusetts General Hospital Multiprogramming System (MUMPS) File Manager system, the Loma Linda, California Veterans Administration Hospital Rehabilitation Psychology Department developed a system which adapted the uniqueness of the file manager system with the development of branching logic necessary in designing vocational rehabilitation interviews, questionniares, and client treatment plans. Using this system the counselor is able to select specific information, from predetermined sets of information, to match the client's unique situation and characteristics with available services and programs. The Loma Linda staff has further developed a psychodiagnostic assessment system to accomodate graphics software, multiple norms, and timed tests, and a case management program which allows for monitoring of the client's progress. (A copy of the vocational counseling interview and the vocational rehabilitation plan are attached.) (BL)

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Context Clues; Discourse Analysis; *Doctoral Dissertations; Elementary Secondary Education; Figurative Language; Higher Education; *Learning Strategies; Logical Thinking; Memory; *Metacognition; Miscue Analysis; Predictor Variables; Prior Learning; Reading Ability; *Reading Comprehension; *Reading Research; Reading Skills; *Recall (Psychology); Visualization
IDENTIFIERS- *Comprehension Monitoring; Piagetian Theory; Text Structure

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the effects of metacognitive comprehension monitoring strategies on fourth grade students' reading comprehension and recall performance; (2) elementary school readers' strategy use in reconstructing textual macrostructure; (3) the impact of prior knowledge and textual information ordering on recall of unfamiliar information; (4) a hierarchy among three reading comprehension subskills; (5) reading comprehension as a function of topic interest, sex, and reading achievement level; (6) using cognitive learning strategies to improve reading comprehension; (7) the effects of context on sixth grade students' ability to interpret metaphors and similes; (8) percept and imaginal representation of words as related to the reading process; (9) the impact of metacognitive processing on immediate and delayed memory of extended discourse; and (10) the effect of text organization on memory for verbal items. (MM)

ED 237 991 CS 207 977

Winitch, Vera
The Study of Newspaper Journalism in the High Schools. Centering On.
New York City Teacher Centers Consortium, NY.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Ave. South, New York, NY 10010 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; *English Instruction; *Journalism Education; Layout (Publications); News Reporting; *News Writing; *School Newspapers; Secondary Education; Student Participation; *Student Publications

Intended as an introduction to the study of journalism in an English class, this booklet is divided into two sections, the first of which focuses on the purpose and importance of newspapers in a free thinking democratic society. In addition to considering the purpose of newspapers, the first section discusses responsibilities of journalists, a code of journalism standards, approaches to writing news, slanted reporting, objective reporting, elements of news stories, the "5 w's" and "how" in news stories, news leads, news story structure, feature stories, techniques of interviewing, a checklist for news stories, and a checklist for feature stories. The second section presents guidelines for community-focused student journalism projects. It is arranged into suggestions for selecting a topic, organizing a folder, using resources, conducting specific lessons, forming project groups, writing summary reports, doing layouts, discussing problems, and getting a story. The booklet concludes with a checklist for student reporters; a discussion of problems and pitfalls; ideas for extra credit, field trips and trip activities; and a bibliography. (HOD)

ED 238 022 CS 208 066

Reed, W. Michael; Burton, John K.
Effective and Ineffective Evaluation of Essays: Perceptions of College Freshmen.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Essays; *Evaluation Methods; Higher Education; Informal Assessment; Questionnaires; Student Attitudes; *Student Reaction; *Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- Freshman Composition

To assess the effectiveness of various composition evaluation methods, a study asked two freshman English classes to respond to three questionnaires on the writing of personal essays and methods of evaluation they had experienced. Responses indicated that all students had a fear of having their essays evaluated. Evaluation methods considered a disadvantage by a majority of the students were the circling of errors, marking a paper only for what is wrong or what is right with it, and using terminology not understood by students. Practices considered effective included peer evaluations, student-instructor conferences, and the occasional use of ungraded writing. (Appended are the student responses to the questionnaires.) (HOD)

ED 237 882 CG 017 137

Lurie, Abraham; Rich, Joy C.
The Medical Center's Impact as a Vital Force in a Network to Sustain the Aged in the Community.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Day Care; Advocacy; Community Services; *Delivery Systems; Gerontology; Group Experience; Health Services; Hospitals; *Older Adults; Program Descriptions; *Residential Programs; *Social Services; *Social Support Groups

This paper describes the continuum of comprehensive services offered by the social work department of the Long Island Jewish Medical Center to a high risk elderly population, i.e., those who are widows, widowers, older divorced individuals and singles, particularly those who have difficulty caring for themselves. Following a brief review of the literature dealing with the frail elderly, the Center's programs are described including the Enriched Housing Program (an alternative housing and support program in the community); a day care program providing medical monitoring and a socialization and activities program; and an advocacy program. The process of gaining support for the programs is briefly described and the advantages of the program approach are discussed. (MCF)

ED 237 897 CG 017 152

Clark, William F.; Pelham, Anabel O.
Modeling Hospital Discharge and Placement Decision Making: Whither the Elderly.
SPONS. AGENCY- Health Care Financing Administration (DHEW), Washington, D.C.
PUB DATE- Apr 83
GRANT- 11-P-96553/9-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Agency Role; Cooperative Planning; *Decision Making; Health Personnel; Long Range Planning; *Medical Services; Models; *Older Adults; Physician Patient Relationship; *Placement; Social Support Groups; Social Workers; Systems Analysis
IDENTIFIERS- *Long Term Care

This paper examines the hospital discharge decision making process for elderly patients, based on observations of the operations of a long term care agency, the California Multipurpose Senior Services Project. The analysis is divided into four components: actors, factors, processes, and strategy critique. The first section discusses the major actors in the discharge and placement decision making process, i.e., the treaters (physicians, nurses, social workers, and discharge planners), the timekeepers (utilization reviewers and medical reviewers), and the supporters (patient, family and friends, and outside agencies). Each actor's role and impact on the decision making process is discussed. Next, three factors, treatment purpose, treatment cost, and patient resource structure, which influence both length of placement and decision making behavior, are analyzed. The decision making process is examined in terms of the relationship between these three factors and the behavior of the actors. Based on this interaction, a discharge and placement model is offered and illustrated in a series of charts. Implications of the decision making process for community-based long term care agencies are discussed and suggestions are offered to facilitate identification of hospitalized clients who will benefit from placement in a long term care facility. A critique of the model, with an eye toward the realities of the social world and the medical actors, completes the paper. (BL)

ED 237 959 CS 007 447

Thomason, Nevada
Survey Reveals Truths about Young Adult Readers.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescent Literature; *Adolescents; *English Instruction; Females; Grade 10; Independent Reading; Males; *Reading Habits; *Reading Interests; Reading Research; *Recreational Reading; Secondary Education; *Student Attitudes; Supplementary Reading Materials; Surveys

To investigate adolescent reading habits and interests, a reading interest survey was administered to 103 male and 133 female sophomore English students from two high schools with similar socioeconomic backgrounds but different individualized reading programs. In the first school, students read and made book reports on three novels of their own choice, while in the second, students were required to read and pass a test on books they selected from an established list. Results from the survey showed slightly more student interest in reading as a hobby in the second school. Among the other results revealed by the questionnaires were the following: (1) young adults do read for pleasure but find active pasttimes more enjoyable, (2) students find reading more appealing if they can choose their own material, (3) tenth grade students do not enjoy being read to by the teacher, (4) required reading does not turn teenagers against reading, and (5) sophomore boys like to read science fiction, adventure, mystery, sports and short stories while sophomore girls like to read romances, mystery, and adventure. (MM)

ED 238 039 CS 504 413

Hensley, Wayne E.
An Examination of the Johari Window as a Research Tool and a Theoretical Model.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Apprehension; Communication Research; Communication Skills; Disclosure; Higher Education; *Interpersonal Communication; *Models; Personality Traits; Predictive Validity; *Research Methodology; *Self Concept Measures; *Self Esteem; *Self Evaluation (Individuals); Teaching Methods
IDENTIFIERS- *Johari Window; *Theory Practice Relationship

The Johari Window--a model that categorizes degree of self-awareness and openness in communication into (1) information known to self and others (open), (2) information known to self but not to others (hidden), (3) information known to others but not self (blind), and (4) information known neither to self nor to others (unknown)--is a frequently used pedagogical and research tool. To test its reliability and validity, 61 male and 99 female undergraduates from basic communication courses were classified as either open or hidden, based on their responses to the Johari Window, and were then administered reliable and valid measures of self-esteem and communication anxiety. Although it had been reasoned that people seeing themselves as more open would have higher levels of self-esteem, results of these measures showed no significant differences between the hidden and open groups, indicating that the Johari Window does not predictably relate to any of the tested measures. The lack of significant findings may be due, in part, to the Window's failure to distinguish between appropriate and inappropriate self-disclosure. Though apparently not a useful research tool, the model still can be an important pedagogical device if it is accompanied by necessary qualifications. (MM)

ED 237 679 CE 037 606

The Role of Training in a Changing Economy.
National Governors' Association, Washington, D.C.
PUB DATE- 25 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Career Education; *Dislocated Workers; *Economic Development; *Employment Programs; Government Role; *Job Training; Program Development; Public Policy; *State Action; State Government; Statewide Planning; *Unemployment
IDENTIFIERS- Job Training Partnership Act Title III

Options for states in addressing questions relating to use of the Title III dislocated worker program of the Job Training Partnership Act are discussed. Two broad subjects are emphasized: short-term actions for aiding workers and communities suffering from economic dislocation and longer-term strategies to integrate displaced worker employment and training efforts into economic policy and program planning. The macroeconomic context is discussed, and broad economic trends are related to policy decisions state planners face. Key areas in which states can exercise discretion as regards Title III are discussed, including allocating funds, defining program activities, defining the eligible population, and defining matching funds. Other resources that the state can organize as well as broker are suggested. Two categories of mitigation are discussed: assistance to workers (retraining, job searching assistance, counseling and supportive services, relocation and job development, work sharing) and assistance to communities (short-term crisis intervention, technical assistance, adapting institutions to needs). Alternatives for building dislocated worker programs into a longer-term economic development policy are examined, including improving labor market information systems, exploring comprehensive state plant closing legislation, improving overall work force quality, retaining viable firms through employee ownership, and increasing the rate of new business formation. (YLB)

ED 237 693 CE 037 647

Availability and Utilization of Self-Learning Materials in Continuing Education. Report on a Study.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ICP/EDS-002
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Adult Students; Audiovisual Aids; Audiovisual Instruction; Educational Technology; Health Personnel; *Independent Study; Individual Instruction; Instructional Materials; Medical Education; Medical Evaluation; *Physicians; Postsecondary Education; *Professional Continuing Education; *Programed Instructional Materials; Small Group Instruction; *Teaching Methods; Technological Advancement
IDENTIFIERS- *Europe; World Health Organization

Continuing education for physicians and other health professionals is considered a necessity. One of the methods that physicians could select for their continuing education is the use of self-learning materials (SLM) such as audiotapes, videotapes, slides, television, videodiscs, and computers in the home. A survey taken by the World Health Organization (WHO) in Europe (through interviews with experts, by invited papers, as well as through a mailed questionnaire to England) showed that doctors approve of the concept of SLM although they seem to prefer small-group learning experiences and reading books and journals. The study concluded that SLM could be made more attractive for continuing education if their methods were updated so that they used the latest technology and up-to-date teaching methods, if they were readily available, and if physicians understood that their use could augment rather than supplant small-group learning techniques. WHO recommends that greater thought be given to preparation of SLM and to their promotion in convincing health professionals of their desirability. (KC)

ED 237 791   CE 800 045

Marshall, Bonnie
Gifted & Talented. Overview: ERIC Fact Sheet No. 3.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Career Education; *Career Guidance; Elementary Secondary Education; Females; *Gifted; *Guidance Programs; Guidelines; Program Development; Resource Materials; Staff Development; Student Characteristics; Student Needs; *Talent; Teacher Characteristics
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet provides a general overview of career education and career guidance programs and practices for gifted and talented students. Topics covered include: (1) a definition of gifted and talented students; (2) the importance of early identification; (3) characteristics of the gifted and talented; (4) career development needs in the areas of self-awareness, independence, mentorship, exploratory vocational experiences, and time; (5) special problems of gifted and talented females; (6) guidelines for program development; (7) staff development needs; and (8) characteristics of successful teachers of the gifted and talented. A bibliography of resource materials available through the Educational Resources Information Center (ERIC) system cites six references and four additional resources. (DC)

ED 237 806 CE 800 060

Beaudin, Bart
Employment and Older Adults. Overview: ERIC Fact Sheet No. 18.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Age Discrimination; Employee Attitudes; Employer Attitudes; *Employment; *Employment Patterns; Employment Practices; Employment Statistics; Equal Opportunities (Jobs); Guidelines; *Older Adults; *Personnel Policy; Resource Materials; Retirement
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet provides an overview of the employment situation facing older adults. Statistics (Harris 1974 and 1979) are presented on the number of older Americans who are working, volunteering, or have an interest in working or volunteering; the attitudes of employers and employees about retirement and about working after age 65; and the demographic shifts in the composition of the work force. Current employment and pension policies which are causing a decline in the labor force participation of older persons are described including mandatory retirement, Employment Retirement Income Security Act (ERISA) regulations, and Social Security limitations. Forces which are slowing or reversing this decline are also described. Fourteen specific recommendations for age-neutral personnel policies are presented. The recommendations are organized into four categories: (1) hiring and separation; (2) pay and benefits; (3) assessment and counseling; and (4) training and development. This fact sheet includes a bibliography of eight resources, four of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 836 CG 017 090

Rice, Phillip L.; Bernstein, Sandy
Androgyny in the Single-Parent Family.
PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Androgyny; College Students; Family Environment; Higher Education; Mothers; *One Parent Family; Parent Child Relationship; Personality Traits; *Predictor Variables; *Role Models; Sex Differences; *Sex Role; Socialization

The single parent who has to assume the role and the responsibilities of both mother and father provides a different sex-role model for the child than that provided in the two-parent family. Research has indicated that single parents are more androgynous than parents in intact families. To investigate the sex roles of 332 college students (213 females; 119 males) who were raised in single parent (N=48) and intact nuclear families (N=284), the BEM Sex-Role Inventory, the Spence-Helmreich Personal Attributes Questionnaire, the Family Environment Scale--Short Form, and the Marital History Survey were administered. An analysis of the results showed that children reared in a single-parent environment did not differ substantially from those reared in a nuclear parent home on scales measuring androgyny. However, single-parent family environments did produce a significant change in the distribution of sex-role types, i.e., androgynous males appeared more frequently in single-parent families, while androgynous females appeared less frequently; undifferentiated males appeared less frequently and undifferentiated females appeared more frequently. Neither age nor maternal employment were found to be significant factors determining androgyny. (BL)

ED 237 913 CG 017 170

Tsui, Anne S.
Qualities of Judgmental Ratings by Four Rater Sources.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Evaluation; *Administrators; Error of Measurement; *Evaluation Methods; *Interrater Reliability; Measurement Techniques; Predictive Validity; Psychometrics
IDENTIFIERS- Halo Effect; Leniency Response Bias; *Performance Appraisal; Restriction of Range

Quality of performance data yielded by subjective judgment is of major concern to researchers in performance appraisal. However, some confusion exists in the analysis of quality on ratings obtained from different rating scale formats and from different raters. To clarify this confusion, a study was conducted to assess the quality of judgmental ratings provided by four rater sources. Six indices which seem to be meaningful for assessing the quality of judgmental ratings by different raters, i.e., leniency, range restriction, halo, dimensionality, inter-rater agreement, and predictive validity, were used. Middle level managers (N=344) were judged on their managerial role effectiveness by 272 superiors, 606 subordinates, and 470 peers, who rated ten specific roles, three overall performance variables, and completed the company's formal performance rating. Results indicated that self-ratings were slightly more lenient, but had the least halo. Superiors' ratings had the most restricted ranges and the highest level of halo. Peer ratings contained less halo than the ratings by superiors and subordinates, had less restricted ranges than superiors' ratings, and showed some level of predictive validity. Subordinate ratings had the least restricted ranges, but more halo than self-ratings, and had the lowest predictive validity. There was low inter-rater agreement on the effectiveness ratings across all the rater sources. The results indicate the need for further research to provide a better understanding of the nature of ratings provided by different segments of an organization. (JAC)

ED 237 929 CS 007 352

Bruce, Bertram
Action! Suspense! Culture! Insight! Reading Stories in the Classroom.
Reading Education Report No. 45.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Beginning Reading; *Cognitive Processes; Cultural Awareness; Elementary Education; *Reading Aloud to Others; *Reading Comprehension; *Reading Instruction; Reading Processes; Reading Research; Reading Strategies; *Story Reading

Recent research suggests that an understanding of a simple children's story can demand sophisticated knowledge of concepts, social life, and literary forms. A well-written story for beginning readers will relate goal-directed event sequences in a coherent and relatively complete form, but understanding the story involves processes extending beyond the text as given. It draws on readers' prior knowledge of story structures, real world creatures, story world characters, and rhetorical devices. No simple prescription can be made for integrating stories and reading. But a consideration of the impact of cultural variation on reading comprehension, problems in text selection and comprehension instruction, and the relation of story reading to other kinds of reading suggests general guidelines to teaching and research: (1) materials should be accommodated to the needs of children from diverse backgrounds; (2) children need to read meaningful stories as soon as they are able; (3) being read to also improves reading comprehension; (4) reading and responding to literature exercises reading comprehension skills; (5) simplification of stories is not simple and is often counter-productive; and (6) children can be taught to predict and to ask questions. (HOD)

ED 237 976 CS 207 642

Nager, Norman R.

How to Create One-on-One Feedback System for Students and, at Same Time, Organize Notes for Books, Lectures with Interactive "Electronic Index Card" Software.

PUB DATE- 8 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Education Work Relationship; *Evaluation Methods; *Feedback; Higher Education; Journalism Education; Microcomputers; *Public Relations; Student Teacher Relationship; Teacher Role; *Writing Evaluation
IDENTIFIERS- *Electronic Index Card System

Intended for use by public relations instructors, this paper examines computer assisted feedback systems for student homework and subjective examination questions. Specifically, it explores commercially available computer software and hardware programs that permit instructors to interact with student ideas and with their own past entries in an electronic index card system. As described in the paper, the electronic index card system is beneficial to students not only because it provides them with in-depth, individualized reinforcement and critiques, but also because it allows their instructors to provide them with models and methods for adapting data management systems to their public relations careers. The paper discusses several software programs, stressing the strong points of two leading examples. It then outlines basic procedures for (1) developing electronic index cards with multiple cross references, (2) retrieving information in useable form for student feedback, (3) creating different versions that take into account student and situational differences, and (4) sharing notes from past students without deception or the appearance of "canned" feedback. Examples of electronic feedback exchanges are appended. (FL)

ED 238 007 CS 208 041

Davey, Julie A.; Neil, Lois W.
The Writing Project: Grades 7-12. Third Annual Golden Bell Awards Program.
Glendale Unified School District, CA.
PUB DATE- 13 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrator Role; Elementary Secondary Education; English Curriculum; Parent Participation; Program Effectiveness; Teacher Role; *Teacher Workshops; Teaching Methods; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Projects

To communicate the writing instruction techniques they learned at the California Writing Project, 11 teachers organized a district writing resource team offering workshops and inservice sessions to other writing teachers in their district. Among the results of this subsequent Glendale Writing Project are a renewed enthusiasm and cooperation among teachers, a writing resource handbook of innovative writing ideas and lesson plans for both elementary and secondary level teachers, and a significant improvement in student writing, noticeable even at the college level, that has generated top honors in writing and composition. Test scores have improved as well. The key to the success of this writing project has been the "dedication" of the writing resource team and the teachers, administrators, and parents who supported and implemented the program. (The project's extensive scope and sequence continuum for sophomore, junior, and senior level composition is included.) (HTH)

ED 238 023 CS 208 067

Lawrence, Robert A.

Making Connections between Speaking and Writing.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Skills; Developmental Programs; Higher Education; *Integrated Activities; Oral Language; *Oral Reading;

Prior Learning; Speech Instruction; *Speech Skills; Teaching Methods; *Verbal Ability; *Writing Instruction; Writing Processes; *Writing Skills; Written Language
IDENTIFIERS- Audience Awareness; Freshman Composition; *Speaking Writing Relationship

By emphasizing the similarities between writing and speaking, writing instructors can help students generate coherent, natural sounding prose. Instructors can point out the connections between speaking and writing by (1) reading good student writing aloud, (2) having students read their work aloud in class, (3) encouraging students to develop sensitivity to the sound of their writing through reading aloud to themselves or reading into a tape recorder, (4) developing purposeful class discussions as part of prewriting activities, (5) having students give oral tellings in class, (6) assigning writing emphasizing the writer's audience, and (7) performing student dramatic works. (MM)

PUB DATE- 1 Jan 81
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adoption (Ideas); Agricultural Education;
*Agricultural Production; Agricultural Skills; Agricultural
Supplies; Agricultural Trends; Agriculture; Agronomy; Delivery
Systems; *Developing Nations; Diffusion (Communication); Farm
Management; *Fertilizers; Field Crops; *Information Dissemination;
*Innovation; Literature Reviews; *Merchandise Information; Plant
Growth; Productivity; Research Methodology; Research Reports

This monograph reviews a wide range of research literature on the diffusion and adoption of innovations in agricultural production technology in the developing countries, with particular emphasis on the practice of using commercially purchased, inorganic fertilizer as a source of plant nutrients. It is intended that the report's documentation of agronomic, economic, and social factors constraining expanded use of fertilizer in developing countries will provide guidelines for individuals and organizations charged with the responsibility for devising and implementing policies, programs, and projects to promote and facilitate expanded fertilizer use. The review is organized into eight chapters. Chapter 1 provides an introduction to the study. Chapters 2-5 review and assess not only the empirical findings from previous studies on the diffusion of innovations in agricultural production technology in the developing countries, but also the research approaches used in these studies. Chapter 6 summarizes the empirical findings that emerge from the literature reviewed in the preceding chapters, while Chapter 7 outlines some of the key ways in which these findings are relevant to the design of policies and programs aimed at accelerating the rate of diffusion of fertilizer use in developing countries. Finally, Chapter 8 provides a general assessment of the research approaches reviewed. It also lists some of the principal areas in which research is needed to improve understanding of the ways in which constraints impede and delay the diffusion and adoption of fertilizer use in developing countries. An extensive bibliography is included in the document. (KC)

Loughman, Sharon
Perceived Needs of Developmentally Disabled Skilled Care Facility and Intermediate Care Facility Residents as Compared to Their Non-institutionalized Peers.
Center for Independent Living of Greater Bridgeport, CT.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 83
GRANT- 90-DD-0026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Attitudes; *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Individual Needs; *Institutionalized Persons; *Need Gratification; Program Effectiveness; Residential Institutions; Residential Programs

The Center for Independent Living of Greater Bridgeport and its operating agencies conducted a survey of 32 people, the majority of whom were developmentally disabled and residents of institutional or community settings, in both rural and urban areas. The aim of the survey was to determine the perceived needs and levels of independence experienced by these two distinct populations. A questionnaire was developed to gain information on individuals' lifestyles, services used, and levels of satisfaction. Areas addressed were demographics, education, employment and training, income and benefits, housing, recreation and leisure time, transportation, as well as medical treatment, counseling, advocacy, and legal issues. Overall, the findings showed that people living in the community reported greater satisfaction and better use of both generic and categorical services in several areas including transportation, vocational training and options, and living situations. It was concluded that people living in the community reported a greater level of independence and fewer needs than their institutionalized peers. (Author/KC)

ED 237 708 CE 037 710

Kendall, Elizabeth L.
Nontraditional and Traditional Completers' Attitudes toward School and Work.
PUB DATE- 4 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Education; Educational Research; Females; Graduate Surveys; *Job Satisfaction; Males; *Nontraditional Occupations; *Participant Satisfaction; Secondary Education; Student Attitudes; *Vocational Education; Vocational Followup; *Work Attitudes

A study identified factors that a random sample of West Virginia nontraditional and traditional secondary vocational education completers perceived as barriers in obtaining their career goals. A survey instrument was mailed, and a sample of nonrespondents was contacted by telephone. Chi-square statistics were used for analyses. The large majority of both samples (traditional and nontraditional) liked their vocational experience, would choose the same program again, and would recommend their program to a friend. Nontraditional completers most often enrolled because the "program sounded interesting"; traditional completers chose the program because they "wanted to learn a skill." Parents supported the respondents' vocational choices, but nontraditional completers received less support and more opposition. The students themselves, vocational teachers, and parents were of most help with career choice. Students helped themselves the most for education or job placements. Over half were employed 10 months following program completion. The average mean income was higher for the traditional completers for the first and present job. The supervisor reported that they were required to do work not required of opposite sex coworkers. The majority were satisfied with their present job even though they were unhappy with salary and advancement potential. (YLB)

ED 237 721 CE 037 724

Waldman, Risa J.; And Others
Computerized Coordinated Service Center: A Comparison of Service Methodologies and Costs in the Urban and Rural Area.
Center for Independent Living of Greater Bridgeport, CT.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.

PUB DATE- Dec 83
GRANT- 90-DD-0026
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Advertising; Agency Cooperation; Budgets; Clinics; Community Information Services; Comparative Analysis; *Costs; Delivery Systems; Disabilities; Fees; Health Services; *Human Services; Income; Marketing; Medical Services; Mental Health Programs; Mental Retardation; Organization; Planning; Program Administration; Program Evaluation; *Public Agencies; Referral; Research; *Rural Areas; *Social Agencies; *Urban Areas; Vocational Education; Vocational Rehabilitation

Ten parallel human service agencies (five urban and five rural) were compared to identify variations in the service delivery system and to compare the costs of service provision. The agencies responded to approximately 36 questions covering eight major areas and were compared and contrasted, urban versus rural, according to the type of agency. All of the agencies used some form of basic media advertising but felt more marketing was required. All participated in two or more multi-agency collaborative efforts, with the urban agencies generally involved in more such efforts. Advantages were reduction of duplication and utilization of participating agency strengths. Disadvantages were problems in dealing with conflicting personalities and loss of flexibility and control over programs. All agencies were aware of other services for individuals ineligible for their programs and were satisfied with the number of referrals they made and received. The largest differences were found in their identification of priorities due to service gaps and future plans to address them. (These need areas are discussed in detail in five sections, which compare and contrast the 10 agencies by type of service offered. A table provides information regarding service fees, who determines rates, annual operating budgets, and total revenue generated.) (YLB)

by city size, and by age). (KC)

ED 237 735 CE 037 746

Noland, Gary L.; Cass, Monte D.
Missouri's Statewide Job Placement Service FY-84. A Free School-Based Job Placement Service to Students and Industry.
State Fair Community Coll., Sedalia, Mo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Education; *Employment Services; Followup Studies; Graduate Surveys; Inservice Education; *Job Placement; Organization; Postsecondary Education; Program Descriptions; Secondary Education; *State Programs; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *Missouri; State Fair Community College MO; *Statewide Job Placement Service MO

Materials are provided on the Statewide Job Placement Service (SJPS) at State Fair Community College, a free school-based job placement service for students and industry. In a booklet on Missouri's SJPS, the plan of its operation is described including placement services, inservice training (workshops and seminar), collecting student follow-up information, performing job development and public relations activities, conducting placement coordinators' and advisory committee meetings, and school-based job placement services. A list follows of demonstrated results of the project. Other contents include an organizational chart, a map of participating schools, a sample cooperative agreement, workshop agendas, and forms that represent operational types of materials used to obtain job order information, to disseminate job order information to the local schools, and to follow-up students who complete training programs. (YLB)

ED 237 749 CE 037 786

Cobb, R. Brian; Phelps, L. Allen
Access & Equity for Handicapped Youth in Vocational Education.
PUB DATE- Dec 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; Behavior Problems; Disabilities; Educationally Disadvantaged; Educational Research; *Equal Education; *Information Systems; Learning Disabilities; Mainstreaming; *Mild Disabilities; Mild Mental Retardation; *Reliability; Secondary Education; Special Education; Validity; *Vocational Education
IDENTIFIERS- Illinois

A study assessed access and equity with regard to mildly handicapped youth who receive vocationally oriented curricula; it also assessed the extent to which existing data and data systems are reliable indicators of access and equity in vocational education. A random sample of 293 handicapped students from secondary school districts in Illinois were studied. The students were in the categories of educably mentally handicapped (EMI), learning disabled, educationally handicapped, and behaviorally disordered. Their 1981-82 individualized education programs (IEPs) and course schedules were reviewed on-site, and data were collected identifying the extent to which these students were involved in vocational and industrial arts education coursework and had vocationally related information on their IEPs. Only slightly fewer handicapped students were enrolled in vocational education/industrial arts classwork than the unhandicapped enrollment. The students' disability category did not seem to affect the quality of the vocational course placement, especially those labeled EMI. Services to handicapped placements were not being made in equitable proportions. The FACTS and the Vocational Education Data System were not found to be reliable sources for data on access and placement. (YLB)

ED 237 776 CE 037 844

Sticht, Thomas G.
Basic Skills in Defense. Professional Paper 3-82.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for

Manpower, Reserve Affairs and Logistics (DOD), Washington, DC.
REPORT NO.- HumRRO-PP-3-82
PUB DATE- Jun 82
CONTRACT- MDA903-81-M-8831
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Basic Education; Adult Literacy; Adult Programs; *Basic Skills; *Cost Effectiveness; Educational Needs; *Literacy Education; *Military Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Skill Development

This report was prepared to fulfill the need for an information source on basic skills in the armed services. To prepare the report, researchers obtained and reviewed published literature from various document files. Service representatives of the Joint Service Working Group on Literacy/Basic Skills established by the Assistant Secretary of Defense prepared papers describing their service's basic skills programs, ongoing and projected. In addition, site visits were made to training programs. Results of the literature review indicated that for some two hundred years, a debate has taken place among those responsible for military training that focuses on the role of the military in providing basic skills training for undereducated applicants for military service. A representative sample of the major arguments in the debate was compiled. In general, arguments against the teaching of basic skills in the military focus on pointing to the undesirability of permitting the less literate to enter military service, the costs of training the less literate, the use of limited assignments in lieu of basic skills training, and the ineffectiveness of basic skills programs in improving either basic skills or job performance. Those arguing for the teaching of basic skills counter that many less literate personnel perform as well as more highly literate ones, that screening instruments are not adequate to distinguish the inadequate, that avoiding the use of less literate persons in peacetime prevents their acquisition of training experience when mobilization requires their use, that literacy training can be cost effective, and that less literate persons are required to fill slots in a volunteer military service. Research bearing on the debate was examined in three areas: selection and classification, job training

ED 237 822 CG 017 076

Johnston, Lloyd D.; And Others
Student Drug Use, Attitudes, and Beliefs: National Trends 1975-1982.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-83-1260

PUB DATE- 82
GRANT- NIDA-3-R01-DA-01411
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Beliefs; Drinking; *Drug Abuse; *Drug Use; High Schools; High School Seniors; *Illegal Drug Use; Individual Differences; Peer Influence; Predictor Variables; Smoking; Social Environment; *Student Attitudes; *Student Behavior; Trend Analysis

This report presents findings from the national research and reporting program, Monitoring the Future: A Continuing Study of the Lifestyle and Values of Youth, and is the sixth in an annual series reporting the drug use and related attitudes of high school seniors; the report covers the high school classes of 1975-1982. Two of the major topics covered are the current prevalence of drug use, and trends in use since 1975. Also reported are statistical data on grade of first use, trends in use at earlier grade levels, intensity of drug use, attitudes and beliefs among students concerning various types of drug use, and their perceptions of certain relevant aspects of the social environment. The eleven separate classes of drugs distinguished are marijuana (including hashish), inhalants, hallucinogens, cocaine, heroin, natural and synthetic opiates, stimulants, sedatives, tranquilizers, alcohol and cigarettes. Most of the information deals with illicit drug use. A special section discusses the use of non-prescription stimulants, including diet pills, stay-awake pills, and the look-alike pseudo-amphetamines. Results of the survey of seniors from approximately 125-140 public and private high schools throughout the United States showed that, although about two-thirds of all American students try an illicit drug before they finish high school, the use of many illegal drugs as well as cigarettes is declining. About 1 in 16 students drinks alcohol daily and 41% had had five or more drinks in a row at least once in the 2 weeks prior to the survey. These levels of substance use and abuse probably reflect the highest level of illicit drug use in the industrialized world. (JAC)

Dean, Roger A.; Wanous, John P.
Reality Shock and Commitment: A Study of New Employees' Expectations
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
Psychological Sciences Div.
PUB DATE- Aug 83
CONTRACT- N00014-79-C-0781
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Banking; *Employee Attitudes; *Employees; *Expectation
Job Performance; Labor Turnover; *Organizational Communication;
Perception; Personnel Selection; Recruitment
IDENTIFIERS- *Commitment

Reality shock within organizations can be defined as the discrepancy between an individual's expectations established prior to joining an organization and the individual's perceptions after becoming a member of the organization. To investigate the effects of reality shock on organizational commitment, 109 bank tellers were monitored for 10 months after being hired. The subjects completed a modified version of the Job Descriptive Index (JDI) upon entering the teller program and again after 2 months, when they also completed the Organizational Commitment Questionnaire. After 2 months, branch managers evaluated the tellers' performance according to attendance, punctuality, number of customers served, and error rate. An analysis of the results showed that new employees definitely experienced reality shock as their initial expectations were lowered by work experience. The tellers' perceptions of the job and career facilitation were significantly reduced over the first 8 weeks in the organization. Reality shock significantly influenced tellers' commitment attitudes and desire to remain with the organization. However, reality shock had little or no effect on

ED 237 868 CG 017 123

Pedro, Joan Daniels

Counseling for Career Change. Searchlight Plus: Relevant Resources i
High Interest Areas. 24+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adult Counseling; Annotated Bibliographies; *Career Change; *Career Guidance; *Counseling Techniques; Counseling Theories; Counselor Role; *Delivery Systems; Displaced Homemakers; Employees; Literature Reviews; *Midlife Transitions; Minority Groups; Models; Motivation; Reentry Workers; Research Needs; Social Change
IDENTIFIERS- *Client Characteristics

This paper provides a review and analysis of literature from the Educational Resources Information Center (ERIC) database on the dimensions of career change. Definitions are given for relevant terms and the characteristics of career changers are discussed, including demographic characteristics, developmental stages, and reasons for career change. Assistance programs presently available for career changers are described by type, service provider, and mode of delivery. In addition, the expertise, techniques and tools required by career counselors and facilitators are discussed including: (1) knowledge of adult development theories; (2) ability to plan for and manage change; (3) strategies for getting into and progressing in educational or job choices; (4) an understanding of agencies, businesses and industries; (5) familiarity with the issues faced by special groups; and (6) sensitivity to appropriate teaching and assessment tools for adults and special groups. Several models for program planners are outlined, and relevant areas needing further investigation are highlighted. An annotated bibliography of ERIC references is provided, along with a listing of additional references. (JAC)

ED 237 883 CG 017 138

Strube, Michael J.; Werner, Carol
Relinquishment of Control and the Type A Behavior Pattern.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; College Students; Decision Making; Feedback; Higher Education; Males; *Psychological Needs; Stress Variables
IDENTIFIERS- *Control; *Type A Behavior

Past research suggests that Type A's have a higher need for contro than Type B's, and empirical evidence documents their greater reactivity to control loss. To extend investigation to control decisions and examine the hypothesis that Type A's would be less willing than Type B's to relinquish control to another person, 160 male undergraduates were classified as Type A's or Type B's based on the Jenkins Activity Survey, Form T. On an initial 20-trial reaction-time task, Type A and B subjects received feedback about their own performance, and that of a partner. The feedback indicated equal or superior performance by the partner. On a subsequent replication of the task where only one person could work on any one trial, Type A's, relative to Type B's, were found to relinquish fewer trials to their partners, particularly when the partner had exhibited a superior initial performance. Attribution data indicated that Type A's were less convinced of the diagnosticity of their partners' initial performance with respect to its likelihood of replication, justifying lower relinquishment. Thus, in a situation where competence information and control needs conflicted, Type A's appeared to be less rational decision-makers than Type B's; their control needs appeared to override the most effective use of available information. Additional attribution data suggested, however, that Type A's made decisions which they believed would lead to successful task performance. Results indicated clear differences in control relinquishment by Type A's and B's as a function of feedback about their partner's performance, but no such differences emerged with respect to feedback about the subject's own performance. (Author/JAC)

ED 237 945 CS 007 431

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Annotated Bibliographies; Comparative Analysis; *Doctoral Dissertations; Educational History; Elementary Secondary Education; Higher Education; *Learning Disabilities; Listening Skills; Parent Influence; Preschool Education; Prior Learning; Reading Achievement; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Interests; *Reading Research; *Remedial Reading; *Student Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) abled and disabled sixth grade readers' knowledge of story structure under three conditions, (2) the impact of typographical factors on the visual information processing of disabled readers, (3) alphabet sequencing by efficient and deficient oral readers, (4) the fear of failure/fear of success phenomenon in dyslexic adolescent students, (5) the effects of QR (Quieting Response) training on reading comprehension scores of junior high school remedial reading students, (6) the influence of reader interest and reader prior knowledge on the reading performance of fourth grade unskilled readers, (7) the impact of the Title I reading program on high school students' reading achievement, (8) the relationship between bibliotherapy and the self-esteem of junior high school remedial reading students, (9) the alleviation of learned helplessness in poor readers through modeled optimism and competency training, and (10) the listening-reading scores of average deficient readers. (MM)

ED 237 960 CS 007 448

Hodges, V. Pauline; Johnson, William H.
Legal Responsibility for Curriculum in the Basic Skills: Whose Job Is It?
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Standards; *Administrator Role; *Basic Skills; Court Litigation; Curriculum Development; *Educational Legislation; Educational Malpractice; Elementary Secondary Education; Ethics; *Legal Responsibility; State Legislation; Teacher Effectiveness; *Teacher Responsibility; *Teacher Role

Basic skills teachers have a legal and moral responsibility to instruct students in reading, writing, and mathematics. The obligations of teachers and principals are extensions of the legal responsibility assumed by the state and local boards of education and practitioners' professional and moral responsibilities. Teachers and principals are primarily responsible for (1) setting instructional and learning objectives and standards, (2) providing competent instruction, (3) accurately measuring and evaluating teaching and learning performance, and (4) establishing excellence as the criterion for staff and student activities. If they fail to fulfill these obligations, educators could face legal action from parents or students claiming educational malpractice, negligence, or fraudulent misrepresentation. Teachers must learn their legal responsibilities in order to protect themselves as well as do the job for which they were hired. Besides improving their understanding by reading widely in the many law sources available or taking a course in school law, teachers must also make sure the school develops and follows a sound basic skills curriculum. (HTH)

ED 237 992 CS 207 978

Golson, Emily Becker; Kirscht, Judith
On Making the I Universal: From Langer to Britton to Kinneavy.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; Comprehension; Language Usage; *Learning Theories; *Logical Thinking; Reader Response; Reading Comprehension; *Symbolic Language; *Symbolism; Symbols (Literary); *Writing (Composition)
IDENTIFIERS- Britton (James); Kinneavy (James); *Langer (Susanne)
According to S. K. Langer, people create meaning through presentational and discursive symbolism. Presentational symbolism, Langer suggests, is an abstracted sense of experienced life, while discursive symbolism is a series of subordinating or coordinating positions that set in motion the relation of ideas and permits the discussion of causation. Langer's influence is evident in J. Britton's emphasis on human symbolmaking activities and J. Kinneavy's view of discourse theory. Neither, however, give as much importance as Langer to presentational symbolism. In stressing that language can transmit form nonlinearly, Langer brings romantic and classical approaches to language into a coherent relationship. When writers are able to fuse presentational and discursive forms, they transform the reader's sense of reality, fusing art and knowledge. Langer's ideas shed new light on composition theories. (MM)

Maxfield, Brenda
Computer Aided Profiling. A Case Study at the North Warwickshire College of Technology and Art. An Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-40-7
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Records; Allied Health Occupations; Behavioral Objectives; Behavior Rating Scales; *Computer Oriented Programs; Computer Programs; Educationally Disadvantaged; *Evaluation Methods; Minicomputers; Postsecondary Education; *Profiles; *Student Evaluation; *Student Records; Vocational Education
IDENTIFIERS- England

The North Warwickshire (England) College of Technology and Art created student profiles of students enrolled in a precaring course, a one-year course conceived as an introduction to work in the caring field for young people of low academic achievement. It was decided that a master profile should be created to cover all low-level courses across the college. Subjects were split into their component parts and skills, and for each objective, four levels of achievement were defined by a concise statement of what a student could reasonably be expected to do. (Four levels, from low to high, were chosen for ease of measurement and feasibility.) Staff wrote the descriptors in positive terms emphasizing what could be done by the student at each of the four levels. As far as possible, the descriptors were capable of being objectively tested and written in language understandable to students. The descriptors were put into a checklist scheme that could be used by instructors for student evaluation. Scores (from 1 to 4) for students on each objective were fed into a minicomputer program that printed out the program for each student. These profiles were used for end-of-the-term assessment of the students (although the profiles were to be used monthly in later courses). Students reacted favorably to use of the profiles. Some said they were "amazed at all they could do." Using a computer made the profile program possible, and it was concluded that such a program is useful and feasible, but that a close liaison between the director of the project and the computer staff who are actually programming the operation is necessary. (Directions for programming the profiles are given in the report.) (KC)

ED 237 680 CE 037 615

Bradley, Curtis H.; Friedenberg, Joan E.
Bilingual Vocational Instructor Training Program. July 1, 1982 to June 30, 1983. Part I: Performance Report. Part II: Final Evaluation Report.
Florida International Univ., Miami. Div. of Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jun 83
GRANT- G008101141
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; *Bilingual Instructional Materials; Bilingual Teachers; Inservice Teacher Education; *Limited English Speaking; Models; Outcomes of Education; Postsecondary Education; *Program Development; *Program Effectiveness; Program Implementation; Spanish; *Vocational Education
IDENTIFIERS- Florida International University FL

A program was conducted at Florida International University, first, to provide immediate assistance to experienced and prospective vocational instructors and other personnel who are serving limited-English-speaking out-of-school youth and adult vocational students and, second, to develop a model for preparing bilingual vocational instructors and incorporating that model into the regular professional preparation of all vocational instructors serving such students. Before the program started, the directors conducted community and public relations activities to increase awareness and acceptance of the project. During the training sessions, either morning basic skills classes or afternoon vocational English skills workshops were attended by approximately 100 vocational instructors and bilingual instructors and counselors. Materials developed for the course included in the document provide course outlines, vocational English-as-a-second-language components, and public relations materials. Evaluation of the program by outside evaluators and by instructor/students showed that the program was effective and well received. The questionnaire used for evaluation and an overview of questionnaire results are included. (KC)

ED 237 763 CE 037 804

Gurwitz, Aaron
Sectors and Jobs in Metropolitan Economies. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
REPORT NO.- Rand-N-1847-HUD
PUB DATE- Jan 83
CONTRACT- HUD-H-2930
AVAILABLE FROM- Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Economic Development; *Employment Level; Employment Opportunities; *Employment Patterns; Employment Problems; Feasibility Studies; Job Development; *Labor Market; *Minority Groups; Needs Assessment; Policy Formation; Public Policy; *Salary Wage Differentials; *Service Occupations; Unemployment; *Urban Areas; Urban Improvement; Urban Planning
IDENTIFIERS- Structural Unemployment; *United States

A study assessed the potential development of service sectors in different cities throughout the country and compared the results of growth in these and other sectors with respect to their effects on (1) total employment; (2) the geographic dispersion of metropolitan employment; (3) central city fiscal capacity; (4) metropolitan cyclical stability; and (5) minority business opportunities and local labor markets. During the study, researchers examined the distribution of jobs by sector and type of labor and used census data to assess the quality of jobs provided by different sectors. Based on this examination, researchers concluded that service sector growth is no panacea for the problems of cities. The survey data indicated that conventional rules of thumb such as the one stating that the medical and health services sectors hire larger numbers of minority group members than do the average sector in any given city simply do not hold true upon actual research. Therefore, city planners who frequently make use of such rules of thumb should be cautioned that no good substitute exists for city-specific analysis of how sectoral development strategies will reduce structural unemployment. Furthermore, the results of this study indicate that while some service sectors do seem to offer more opportunities for upward mobility than do areas such as durable goods manufacturing, others offer few or none. (This technical report includes 12 tables detailing the distribution of labor types and employee educational levels across cities and sectors.) (MN)

ED 237 792 CE 800 046

Arrington, Larry
Voc Ed & CETA. Overview: ERIC Fact Sheet No. 4.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Agency Cooperation; Cooperative Programs; *Coordination; *Employment Programs; Federal Legislation; Governmen School Relationship; Guidelines; Postsecondary Education; Program Development; Resource Materials; Secondary Education; *Vocational Education
IDENTIFIERS- *Comprehensive Employment and Training Act; ERIC; Fact Sheets; PF Project

Ways in which the efforts of vocational education and the Comprehensive Employment and Training Act (CETA) can be coordinated are discussed in this fact sheet. Following an overview of CETA, seven titles from the CETA amendments of 1978 which provide opportunities for vocational education-CETA coordination are described: (1) Title I: Administrative Provisions; (2) Title II: Comprehensive Employment and Training Service; (3) Title III: Special Federal Responsibilities; (4) Title IV: Youth Programs; (5) Title V: National Commission for Employment Policy; (6) Title VI: Countercyclical Public Service Employment Program; and (7) Title VII: Private Sector Opportunities for the Economically Disadvantaged. A variety of ways in which both the vocational education community and CETA prime sponsors would benefit from cooperation are listed. Specific ideas are offered for fostering coordination and cooperation in the areas of planning, evaluation, program improvement, technical assistance, and counseling. Three references for further information from the Educational Resources Information Center (ERIC) system are provided. (DC)

ED 237 807 CE 800 061

Denniston, Denie
Alternative Work Patterns as Innovations in the Work Place. Overview: ERIC Fact Sheet No. 19.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Business; Employer Employee Relationship; Employment Patterns; *Employment Practices; *Flexible Working Hours; *Individual Needs; Industry; *Job Development; Occupational Surveys; Resource Materials
IDENTIFIERS- ERIC; Fact Sheets; PF Project

Alternative work patterns are work schedules that allow employees to select the hours and length of their workweeks. Reasons for choosing alternative work patterns include transportation considerations, participation in outside activities, ability to work better during certain hours, child care, and household commitments. Examples of alternative work patterns include: (1) flextime; (2) job sharing; (3) reduced worktime; (4) leisure sharing; (5) compressed workweek; (6) part-time employment; and (7) tapered employment. If alternative work patterns become part of the normal work pattern, education will have to address the needs of individuals in the midlife stage. Implications for companies will be in the areas of tuition aid, retraining, and career development. Recent surveys indicate that the preference of employees is to give up wages for time away from their jobs. The major reasons for choosing alternative work patterns seem to be to have additional free time to enhance the quality of life, to increase education and retraining, and to allow for better transition to retirement years. This fact sheet includes a bibliography of three resources which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 898 CG 017 153

Greene, Roger L.; And Others
MMPI Characteristics of False Negatives on the MacAndrew Alcoholism Scale.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Alcohol Education; *Alcoholism; Counseling Techniques; Emotional Problems; Females; Predictive Measurement; Psychological Evaluation; *Psychological Patterns; Psychopathology; Rehabilitation Programs
IDENTIFIERS- *Denial (Psychology); *MacAndrew Alcoholism Scale; Minnesota Multiphasic Personality Inventory

The MacAndrew Alcoholism Scale (MAC) of the Minnesota Mulltiphasic Personality Inventory (MMPI) identifies individuals who are likely to abuse alcohol with an accuracy percentage ranging from 60 to 82 percent. The percentage of false negatives when using this scale range from 3 to 17 percent. In order to investigate the characteristics of false negative scorers on the MAC, 41 admissions to an inpatient alcohol treatment program were administered the MMPI and subsequently divided into true positive (N=31) and false negative (N=10) groups according to a MAC cutoff score of 24. Scores of both groups on MMPI subscales and indexes were contrasted. An analysis of the results showed that members of the false negative group were consistently characterized by a general pattern of denial and refusal to acknowledge the presence of any psychopathology. In analyzing the data by sex, 50 percent of the women in the study fell within the false negative category, which may suggest that caution be used in administering the MAC to women. A pattern of scores on the MMPI suggesting denial could alert the alcoholism counselor to the necessity of dealing directly with the rationalization. (BL)

Chi, Michelene T. H.; Rees, Ernest T.

A Learning Framework for Development.

Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1983/18
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Child Development; *Cognitive Development; Cognitive Processes; *Developmental Stages; *Learning Processes; *Learning Theories; Literature Reviews; *Memory; Prior Learning; *Schemata (Cognition)

Responding to recent advances in developmental and cognitive science research on knowledge acquisition, this report presents a theoretical framework for analyzing cognitive development as a process of learning. The first section summarizes three developmental characteristics recognized in both the Piagetian and the quantita experimental tradition: developmental stages, decalage (the inability to transfer concepts to new tasks), and memory deficits. The second section discusses several kinds of explanations that have been postulated for these phenomena, including the ideas that capacity increases with growth and that changes in the kinds and the availability of memory structures create developmental differences. The third section introduces theoretical memory structures and explicit learning mechanisms that have been postulated to operate in two general theories of learning and memory, while the fourth section speculates on how a learning theory embodying these structures and mechanisms might explain the phenomena in the first section. (MM)

ED 238 008 CS 208 044

Hurlow, Marcia
Alleviating Writing Anxiety in Individual and Small-Group Settings.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Error Patterns; Higher Education; *Individual Instruction; Peer Evaluation; Peer Teaching; *Security (Psychology); Student Teacher Relationship; *Tutorial Programs; *Writing Apprehension; *Writing Difficulties; Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Writing Laboratories

When students do not write well in stressful situations, traditional instruction such as grammar exercises, sentence combining, and imitation of sentences will not be especially useful. Students are not often aware of their linguistic insecurity or of how insecurity affects language usage. The writing lab, however, creates an ideal setting for helping students regain their confidence in writing. For a writing lab to be effective, both tutors and students must realize that there is no one right answer, right sentence, or right rhetorical development for students to reach. Students also need to know the tutors well enough for the tutors to become authentic audiences for student writing. The opportunity for peer interaction offered by the lab is especially valuable, since peer tutoring is often less inhibiting than working with professors who might be insensitive to student problems. Lab activities such as timed writing or revising are effective in overcoming writing blocks because tutors are there to help with oral prewriting exercises. Tutors also have the chance to observe students write. A common problem among insecure students called blurred patterns, for example, often occurs when students stop writing within a phrase or clause to consider how they are sounding. When students stop writing because they are anxious, tutors can have them verbalize their doubts and remedy them as they occur. (HOD)

ED 237 694 CE 037 648

Information Regarding the Effect of Applying the Representative Tax System to the General Revenue Sharing, Medicaid, and Vocational Education Programs.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-83-106
PUB DATE- 9 Sep 83
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P. O. Box 6015, Gaithersburg, MD 20760 (First five copies--free; additional copies--$3.25 bound, $1.00 unbound; checks should be made payable to the "Superintendent of Documents.")
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Federal Aid; Public Agencies; *Revenue Sharing; *State Aid; *Tax Allocation; Taxes; *Vocational Education
IDENTIFIERS- *Funding Formulas; Medicaid; Public Service; *Representative Tax System; Revenue Sharing Program; Vocational Education Act 1963

The General Accounting Office assessed the likely impact of replacing personal income with the Representative Tax System (RTS) on the distribution of federal aid among the states in three formula-based programs. These programs were the General Fiscal Assistance Act of 1972, known as the Revenue Sharing program; Title XIX of the Social Security Act, known as Medicaid; and the Vocational Education Act of 1963. The analyses indicated that if replacing personal income with the RTS were the only change made in the three formulas, federal funds would be redistributed away from states with high revenue raising potential from nonincome revenue sources. These were primarily states with relatively high energy production and, to a lesser extent, high property values and retail sales. However, the rationale for replacing personal income with the RTS would argue in favor of additional formula changes as well. When additional formula changes were considered, no general distributional pattern emerged. This was because the distributional outcome was sensitive to which program was being considered and to precisely what other formula changes would be likely to be made. Appendixes present data tables with results of the analyses. (YLB)

ED 237 837 CG 017 091

Harrington, Thomas F.; O'Shea, Arthur
Vocational Self-Concepts--A Stratified U.S. Sample, Grades 7-13.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *College Freshmen; Community Size; *Developmental Stages; Regional Characteristics; Secondary Education; Self Concept; *Sex Differences; Socioeconomic Status; *Vocational Interests; *Vocational Maturity
IDENTIFIERS- *Career Decision Making System

This study, conducted in the Fall of 1981, furnishes statistical data on the vocational self concepts of 12,575 students in grades 7-13. The sample was drawn from all United States regions, controlled for school district size and socioeconomic status, matching the census and Department of Education and National Center for Education Statistics characteristics. The Harrington-O'Shea Career Decision Making (CDM) System was used, assessing occupational preferences, school subject preferences, future plans, work values, and self-reported best abilities and inventoried interests. An analysis of the results showed that females, over different ages, showed inconsistencies between science abilities, preference for science classes, and interests in scientific work settings. Developmentally, female preferences for social-personality types of work environments increased with age. Males consistently progressed in their vocational development, moving into increasingly more realistic values and interests. The critical period for vocational development appears to be during grades 7-9, when male and female variables are comparable. Numerous tables present the results in terms of the CDM System components. (BL)

ED 237 914 CG 017 171

Ficula, Teresa V.; And Others

Factors Associated with School Refusal in Adolescents: Some Preliminary Results.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Adolescents; Anxiety; *Attendance; *Emotional Problems; *Individual Differences; Parent Student Relationship; Peer Relationship; School Phobia; Secondary Education; Special Education; *Student Adjustment; Student Alienation

IDENTIFIERS- *School Refusal

School refusal, as differentiated from both school phobia and truancy, is a term used to denote emotionally-based avoidance of school. To identify factors associated with school refusal, 41 junior high and high school students (including special education school refusers, special education non-refusers, and a comparison group from a regular classroom) were assessed using a fear schedule, a locus of control questionnaire, and a standardized diagnostic interview. Attendance information and academic achievement test scores were obtained from school records. Ratings of behavior problems at home and in school were obtained from parents and teachers. Results showed that in addition to high rates of fear and absenteeism, school refusers experienced family problems, anxiety, depression, somatic complaints, problems with peers, and a belief that they had little control over their academic performance. In comparison to the school refusers, their non-refuser, special education classmates had a more internal locus of control, were less anxious and depressed, and reported fewer problems with school. The normal comparison group was significantly less disturbed than the special education groups on most of the subscales reported. These results suggest that school refusal is not a unitary problem entity, but that it is merely one facet of a general socioemotional problem complex characterized by mood disturbance, social isolation, problems in relating to family members, somatic complaints, immature emotional outbursts, strange ideas, and feelings of helplessness. (Author/JAC)

ED 238 040 CS 504 419

Borchardt, Donald A.
Values Clarification for Introducing Theatre Studies.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Class Activities; Communication Skills; Cultural Activities; *Decision Making; *Drama; *Group Discussion; Higher Education; Interpersonal Communication; *Problem Solving; Teaching Methods; *Theater Arts; *Values Clarification

An introductory problem for a theatre history course presents the process of group decision making and problem solving in theatre studies, encourages students to compare values when collecting information and making decisions, and illustrates the variety of dramatic forms, production styles, and economic concerns of contemporary theatre. Entitled "Manhattan with a Twist," the problem requires that students first make individual priority lists for seeing 14 Broadway and Off-Broadway shows and then, in small groups, create single lists of the five most and five least recommended shows. Students are then asked to indicate at least three factors that most influenced the solution to the problem. Unlike an earlier values clarification exercise, "The Fishing Trip," this problem incorporates material students expect in a theatre history course, making a separate introduction of the guided design process unnecessary. (Student directions for the "Manhattan with a Twist" exercise are appended.) (MM)

ED 237 638 CE 036 676

Human Development Student Modules.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Aging (Individuals); Behavioral Objectives; Child

Development; Child Rearing; Competency Based Education; *Consumer Education; Coping; Drug Education; Emotional Development; Family Life; *Family Life Education; Health Education; *Home Economics Education; *Homemaking Skills; Hygiene; *Individual Development; Interpersonal Competence; Learning Modules; Life Style; Nutrition; *Parenthood Education; Physical Development; Play; Secondary Education; Social Development; Teacher Developed Materials; Toys

This set of 61 student learning modules deals with various topics pertaining to human development. The modules, which are designed for use in performance-based vocational education programs, each contain the following components: an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final checklist. Included among the topics addressed in the individual chapters of the modules are the following topics: consumer and homemaking education (health and nutrition, personal appearance and grooming, puberty, menstruation, the human reproductive system, venereal diseases, teenage pregnancy, babysitting, first aid, and handling emergencies); family life education (interpersonal communication, interpersonal relationships, changing lifestyles, pregnancy, the role of the single adult, preparing for marriage, birth control methods, making marital adjustments, observing family traditions, enrichment activities for the family, drugs and alcohol, separation and divorce, living with elderly persons, and adjusting to death); education for parenthood (the expectant family, labor and delivery, postpartum care, layettes, infant toys and equipment, promoting children's health and well being, toilet training, child care, and providing educational opportunities for children); and child development (infant care, children's toys, play activities for preschoolers, assisting children at mealtimes, and handling illnesses and injuries). (MN)

ED 237 722 CE 037 725

Volunteers in Corrections. Volunteer Manual.
Alaska State Office of Volunteer Services, Anchorage.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTIONS- Adults; *Correctional Institutions; *Correctional Rehabilitation; *Helping Relationship; Prisoners; Social Support Groups; *Volunteers; Volunteer Training
IDENTIFIERS- Alaska (Anchorage)

Intended for volunteers or prospective volunteers in the "Volunteers in Corrections" project, this manual provides data and discussion directly applicable to working with incarcerated offenders in Alaska. Background information is provided on the project, including history and objectives, reasons to volunteer, and services correctional volunteers can provide. Requirements for volunteers are listed. Alaska centers in the Anchorage area in which volunteers are involved are described. Material on preparation and support of volunteers presents security guidelines and discusses volunteer orientation, training, and supervision. Suggestions on the volunteer-offender relations cover being a good role model, confidentiality, and helping people to help themselves. Volunteer benefits (liability, workmen's compensation, meals, mileage) are also overviewed. Addresses and telephone numbers of frequent volunteer contacts (institutions and agencies) conclude the manual. (YLB)

ED 237 736 CE 037 747

Taylor, Robert E., Ed.; And Others
Responsiveness of Training Institutions to Changing Labor Market Demands.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-81-0022
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Change; *Cooperative Programs; *Coordination; Demand Occupations; Employment Programs; *Employment Projections; Foreign Countries; Government Role; Information Utilization; Job Training; Labor Force Development; *Labor Needs; Local Government; Postsecondary Education; *Responses; Secondary Education; State Government; *Vocational Education

These 19 papers from the second annual Policy Forum on Employability Development explore the responsiveness of various educational and training institutions to changing labor market demands. The first three papers provide an overview of the forum. They summarize the proceedings and policy considerations and address how vocational education and training can be responsive to change. The next four papers focus on occupational projections. Specific topics are accuracy and utilization of occupational forecasts, labor market models for college-trained workers, and reactor comments on occupational forecasting and projections. The third section on early warning systems contains four papers that address preparation of staffing requirements data at the micro- or plant level, a descriptive survey of the employment effects of the defense budget, and reactor comments on these two presentations. Seven papers deal with state and local adjustments to changing labor market demands, specifically the states' human resource development role, local coordination and linking efforts among employment and training programs, vocational education's response to skilled industrial worker shortages, factors influencing vocational education program decisions, and two papers with reactor comments. A paper on the experiences of other countries in responding to changes in the demand for skilled workers and reactor comments conclude the volume. (YLB)

ED 237 750 CE 037 787

Bell, Camille G.; Glosson, Linda R.

Effectiveness of Consumer and Homemaking Education in Texas. Final Report.

Texas Tech Univ., Lubbock.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Consumer Education; Educational Research; *Home Economics; *Program Effectiveness; *Relevance (Education); Secondary Education; State Surveys; *Student Attitudes
IDENTIFIERS- Texas

A study measured the effectiveness of secondary consumer and homemaking education in Texas. Focus was on former students' perceptions of the usefulness of the knowledge and skills needed for the occupation of homemaking taught in consumer and homemaking education. Another objective was to determine if specific demographic variables affected former students' perceptions. A data collection instrument was mailed to a stratified random sample of approximately 1,800 out-of-school youth and adults who were last enrolled in consumer and homemaking education in secondary schools between 1974 and 1978. A random sample of 10 percent of the respondents was contacted for telephone interviews. Based on study findings these conclusions were drawn: consumer and homemaking education is useful to students in their personal lives and in their employment; all subject areas are useful; subject areas are useful regardless of students' ethnic heritage, marital status, number of children, educational level, or the size of the community in which they live; knowledge and skills gained are useful over an extended period of time; consumer and homemaking education is effective in schools of all sizes; and indepth study within a subject area increases its perceived usefulness. (Instruments are appended.) (YLB)

ED 237 853 CG 017 107

Rubin, Julie
Student Involvement: A Survey of Counseling Psychology Training Programs.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Counselor Training; Graduate Students; Higher Education; Participative Decision Making; *Program Effectiveness; *Student Attitudes; Student Motivation; *Student Participation; *Student Role

Research has documented that individuals feel a greater sense of responsibility and commitment to an organization when they are active members in organizational decision making. To investigate the level of student involvement in doctoral level counseling psychology programs, student involvement surveys were completed in the spring of 1983, by 28 students and 33 directors (a response rate of 42 percent) whose program directors were listed as members of the Council of Counseling Psychology Training Programs. The surveys assessed formal and informal mechanisms of involvement; impact, barriers, and current level of satisfaction; and ideal levels of student involvement. An analysis of the results showed that both directors and students conceptualized high levels of student involvement as necessary ingredients of well functioning programs, listing increased morale, satisfaction, and commitment as the organizational rewards of such involvement. However, directors, more than students, perceived student involvement as having greater impact on major decisions made by the faculty. Students reported being significantly less satisfied with their levels of involvement than were directors. Both directors and students described similar ideal levels of student involvement and similar barriers to that involvement in terms of student academic and financial demands. (The Student Involvement Survey is appended). (BL)

ED 237 946 CS 007 432

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Case Studies; Cerebral Dominance; Classroom Environment; Cognitive Development; *Doctoral Dissertations; Elementary Education; Feedback; Oral Reading; *Predictor Variables; Readability; *Reading Ability; *Reading Achievement; Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Material Selection; Reading Readiness; *Reading Research; *Reading Skills; Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) prekindergarten screening and first grade reading achievement; (2) the influence of the instructional environment on children's acquisition of reading; (3) possible relationships among failure feedback, learned helplessness, and reading achievement in the fourth grade; (4) the principal's role in reading achievement and reading programs; (5) predictor variables in reading achievement at the kindergarten and first grade levels; (6) the relationship between student reading ability and textbook difficulty; (7) behavioral and cognitive antecedents of reading achievement in the elementary grades; (8) environmental print identification by preschool children; (9) reading material selection by fifth grade students with accurate and inaccurate self-concepts; and (10) the relationship of prosodic cues to reading fluency. (MM)

ED 237 977 CS 207 647

Schneider, Larissa A.
Implications of the Concept of the Schema for Public Relations.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Communication (Thought Transfer) Mass Media; *Public Relations; Recall (Psychology); *Retention (Psychology); *Schemata (Cognition); *Verbal Communication
IDENTIFIERS- *Audience Awareness

Understanding the cognitive principles inherent in schematic concepts can enhance the practice of fundamental public relations activities. Schemata dictate what information will be attended to, what interpretations will be made of it, and how it will be remembered. Both self-schemata and other-schemata help individuals organize and interpret their environment. This concept of self versus other schemata has implications for all information programs, especially in regard to the memory function of information processing. Since a number of pieces of information or experience produces complex schemata, the public relations practitioner should realize that mere exposure to a series of communications on a single topic could produce more mature schemata than those resulting from a single article, report, or release. Timing is another key variable in the practitioner's understanding of how schemata dictate thoughts on and affective reactions to messages. To judge from the effects of mass media press releases, public relations staffers should allow readers or viewers time to mull over message content. The timing for releasing information is also critical. By tailoring messages to fit an intended audience's schemata, public relations practitioners can have a greater influence on message impact. (HOD)

ED 237 993 CS 207 980

Micham, Dennis L.
Developing the Relation of Author to Idea, or, Curing the Student-Writer's Transference Neurosis.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; Elementary Secondary Education; Higher Education; Language Usage; Psychiatry; *Student Teacher Relationship; Teaching Methods; *Writing Instruction; *Writing Processes

IDENTIFIERS- *Audience Awareness; Countertransference; *Transference

Meaningful use of language involves intending to have an effect and intending the audience to recognize that aim. In a Freudian modification of this premise, allowing for different levels of intentional awareness, writing can be discussed in terms of how writers intend to affect readers, as well as how aware they are themselves of their intentions and how aware they want their readers to be of these intentions. An example of these considerations is the question of how much the power structure in the student-teacher relationship affects what students write and how knowingly students write for teachers as the "authority." In psychoanalysis, the "authority" of analysts resides in the phenomena of transference (dependence) and countertransference (fostering that dependence). Once freed of this "transference," clients are able to see their own motivations more clearly. This analogy suggests that neither students nor teachers should allow teachers special authority over student ideas. It does not suggest, however, that the asymmetric student teacher relationship should be totally dismantled. Teachers can abdicate authority in the writing sphere to encourage student insight and freedom, yet retain it in the literary sphere. (HTH)

ED 238 024 CS 208 068

Epes, Mary T.
Tracing Errors to Their Sources: A Study of the Encoding Processes of Adult Basic Writers.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Adult Students; Cognitive Processes; *Error Analysis (Language); *Error Patterns; Holistic Evaluation; Language Processing; Language Research; *Language Usage; Language Variation; *Nonstandard Dialects; *Oral Language; *Writing Difficulties; Writing Evaluation; Writing Processes; Writing Research; Written Language
IDENTIFIERS- Basic Writing; *Dialect Interference

A study tested the hypothesis that spoken language has a strong direct influence on the encoding process, and that speakers of nonstandard dialects have a different set of problems with the written language and make identifiably different errors than do speakers of standard dialect. The subjects, 13 standard and 13 nonstandard dialect speakers enrolled in adult basic writing courses, completed a variety of writing tasks in different discourse modes as well as tasks involving oral language. Errors were counted and categorized as follows: those not linguistically based, but rather "ignorant" or perceptual in origin; those that might be explained as nonlinguistic or linguistic in origin; those that were unambiguously linguistic in origin; and those noted but not counted. Results indicated that, among adult basic writers (1) differences in reading comprehension skills seemed not to account for differences in total quantities of errors or for differences in types of errors committed; (2) such is the overriding influence of nonstandard dialect on encoding behavior, that even when composing and cognitive skills were on the same level, nonstandard dialect speakers were likely to produce many more errors than were standard dialect speakers; and (3) nonstandard speech patterns apparently accounted for two highly stigmatized categories of errors--hypercorrect linguistic forms and wrong whole-word verb forms--and for a large portion of omitted inflectual suffixes. (Materials used in the study are appended.) (FL)

ED 237 666 CE 037 568

Bailey, Douglas B.; Dowling, William D.

The Parent Tutorial Curriculum: A Home Instruction Program of Family Life Education for Clients of a Child Welfare Agency.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Child Neglect; *Curriculum Development; *Family Life Education; *Family Problems; *Home Instruction; Home Visits; Learning Modules; *Parent Education; *Tutoring; Welfare Agencies
IDENTIFIERS- Ohio (Columbus)

A tutorial program of family life education has been developed for use in the homes of parents who are clients of Franklin County Children Services (FCCS) in Columbus, Ohio. The subject matter of the Parent Tutorial Curriculum (PTC) is divided into five content areas: self esteem (2 modules), communications (9), child rearing (4), homemaking (9), and helping families manage (6). Curriculum materials include written lesson plans for the modules, filmstrips, illustrated teaching aids, charts, pamphlets, and other printed handouts. The PTC is designed for use by casework staff when making home visits to clients who display some learning need. The overall needs of both low-income and middle-class clients are the basis for the educational objectives of the PTC that are limited to introductory and basic knowledges, attitudes, and actions. The rationale for the PTC is linked to certain phenomena encountered in efforts from FCCS to provide family life education for the parents of needy and neglected children: difficulties that hinder enrollment of clients in instructional groups, problems created by clients' failure to participate in family life educational programs, and special advantages of a tutorial curriculum as an educational strategy. (YLB)

ED 237 709 CE 037 711

Myer, Donna Foster
The Development of an Associate Degree in Rural Health Promotion: Philosophy, Administration, Evaluation, Products. A Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.
Baptist Coll. at Charleston, SC.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Allied Health Occupations Education; Associate Degrees; Curriculum; Curriculum Development; Educational Needs; *Family Health; *Health Education; Health Personnel; Higher Education; *Home Health Aides; *Home Programs; Home Visits; Hygiene; Instructional Materials; Material Development; Needs Assessment; Paraprofessional Personnel; Program Design; Program Development; Resource Units; Rural Areas; *Rural Education; Teaching Guides
IDENTIFIERS- Baptist College SC

A project was undertaken at Baptist College in Charleston, South Carolina to develop a two-year associate degree program to train paraprofessional home health personnel to promote family health in rural areas. After receiving the contract, the college recruited a project director to serve in its Natural Sciences Division. The project director worked together with representatives from the faculty, local health care providers, and health educators from other colleges to develop a proposed curriculum. The curriculum turned out to be a 66-credit program designed to prepare students to provide community- and family-based health supportive services in the areas of disease prevention and health promotion. The curriculum, which had a strong natural science base, focused on the biological and psychological aspects of human health and included studies in religion, sociology, and communication skills. During the course of the program development effort, project staff organized and implemented community and faculty workshops and developed a variety of resource materials, including project brochures, instructional materials, seven separately bound instructor resource guides, and evaluation forms. (Appended to this report are the project brochures, evaluation forms, and excerpts from course materials.) (MN)

and job performance. (KC)

ED 237 777 CE 037 845

Hughes, Herschel, Jr.; And Others
Leadership and Management Education and Training (LMET) Course Requirements for Recruit Company Commanders and "A" School Instructors. Technical Report 154.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Competence; Competency Based Education; *Curriculum Development; Educational Improvement; Females; Leadership; *Leadership Qualities; *Leadership Styles; *Leadership Training; Males; *Military Training; Postsecondary Education; Program Improvement
IDENTIFIERS- Navy

This study determined the leadership competencies exhibited by superior Navy recruit company commanders (RCCs) and "A" school instructors. Interviews and surveys were used to collect data from current RCCs and instructors at the Naval Training Center in Orlando, Florida. Seventeen leadership competencies performed by "A" school instructors were identified. Of these 17, there were 16 that are also performed by RCCs. The competencies that differentiate between superior and nonsuperior performers were determined. Data about background factors related to career leadership experiences were collected. Leadership competencies that differentiate men from women RCCs were identified. In order to determine actual leadership training requirements, data concerning competency difficulty, importance, and frequency of performance were combined with data about competencies that differentiated superior and nonsuperior performers. All four of these factors were used to develop separate training requirements for men RCCs, women RCCs, and "A" school instructors. Critical leadership training requirements for all three groups were combined and nine competencies were recommended for training emphasis. Leadership attitudes, methods of RCC/instructor self-appraisal, areas of counseling difficulty, and intrastaff communication patterns were analyzed and data presented for consideration in course design. (Author/KC)

ED 237 823 CG 017 077

Gunderson, Margaret S.; Moore, Earl J.
Personal Education. Middle School Seminar Series.
Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Group Guidance; Health Activities; *Health Education; *Humanistic Education; Intermediate Grades; *Interpersonal Competence; Leaders Guides; Learning Modules; *Mental Health; Middle Schools; Physical Health; Self Evaluation (Individuals); Seminars; *Student Development

This leader's guide is one in a series of three which make up the Middle School Seminar Series. Other guides in the series are Psychological Education and Achievement Education. The guide contains specific instructions for teaching each performance indicator of the goals and competencies which are stated at the end of each session; specific activities are presented and a list of suggested references and supplementary materials is included. The program of personal education is presented in five major seminars which are sequential and interrelated. The first seminar, A Healthy Physical Self, helps middle school students incorporate positive physical health skills in their lives. A Healthy Emotional Self, seminar 2, deals with positive emotional health skills affecting students' entire being, and with ways of helping others in the area of emotional health. A Healthy Social Self, the third seminar, discusses positive social skills, labeling, we-centered behavior, and methods of changing or enhancing social skills. The fourth seminar, A Healthy Mind, helps students learn to incorporate creativity, memory, and learning skills into their lives. Seminar 5, A Healthy Life Spirit, helps students learn about values development, moral development, positive attitudes toward life and death, and focusing on something larger than self. (JAC)

ED 237 869 CG 017 124

Williams, Warren S.; Beard, Joseph W.
Counselors and Testing: Academic Assessment. Searchlight Plus: Relevant Resources in High Interest Areas. 14+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Achievement Tests; Basic Skills; Criterion Referenced Tests; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Graduation Requirements; High Risk Students; Literature Reviews; *Minimum Competency Testing; *School Counselors; State Programs; Student Evaluation; *Testing Problems; *Testing Programs

This review of literature from the Educational Resources Information Center (ERIC) database is the second volume on the topic of testing and assessment for the counseling professional; the first volume was published in 1979. The sections on minimum competency tests identify issues of current interest, e.g., the basic issue of definition; the impact of the emphasis on behavioral objectives, observable performance, and empirically derived evaluative criteria; and the struggle of the profession to develop a conceptual framework and research base. The issues involved in using minimum competency test results to meet high school graduation requirements are presented in the second major section of the review. The tensions between educational and societal trends affecting the use of competency tests as a graduation requirement are reviewed in the context of differences between community and professional definitions of acceptable performance; the emphasis on test performance at the expense of other school objectives; and the moral, legal, and political issues of differential attainment of special students. The issue of early prediction of school failure and success is reviewed in a summary of articles reporting efforts in this area. Validity of screening systems, application and follow-up of approaches taken, and the role of counselors at the elementary or preschool level are discussed. Finally, a broad overview of current directions and applications in testing and assessment is provided. An annotated bibliography of ERIC references completes the volume. (JAC)

ED 237 884 CG 017 139

Strube, Michael J.; And Others
Relinqishment of Control and the Type A Behavior Pattern: Causal Role of Performance Evaluation.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.

PUB DATE- Aug 83
GRANT- BRSG-S07-RR-07054-17
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; Cognitive Processes; College Students; Decision Making; Higher Education; Individual Differences; *Psychological Needs
IDENTIFIERS- *Control; *Type A Behavior

Previous research has indicated that Type A's have a higher need to control their environments, and respond more reactively to control loss than Type B's. To clarify the role of information processing in the control relinquishment decisions of Type A's and B's, 147 male and female college students took part in a problem solving experiment. Pairs of subjects worked independently on an initial 25 trial task and received feedback indicating that their partner had performed at a comparable or superior level. On a second task subjects combined their efforts, but only one could work on a given trial, necessitating a decision concerning how many trials each would attempt to solve. One third of the subjects made this decision prior to completing an evaluation of the initial performances. Another third completed the evaluation first without knowing they would subsequently make a control decision. The final third of the subjects comleted their evaluations knowing that a control decision would follow. Results indicated that when the evaluations were completed last, or, when the evaluations were completed first but without knowledge of the impending decision, Type A's relative to Type B's failed to relinquish control to a superior partner. When the evaluations were completed with knowledge of an impending control decision, Type A's and B's did not differ in their decisions. These results suggest that, under appropriate conditions, Type A's engage in an automatic or mindless decision strategy with

ED 237 961 CS 007 449

Nelson, David
School Leadership and Reading Achievement: Eight Case-Studies.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; Case Studies; Educational

Environment; Elementary Education; *Leadership Qualities; Literature Reviews; *Principals; Program Evaluation; Reading Ability; *Reading Achievement; Reading Instruction; *Reading Research; Reading Skills; Research Methodology; Teacher Administrator Relationship

Eight case studies representing valid and extensive reading research were reviewed to determine the impact of school principals on student reading achievement. In all eight studies, principal leadership behavior was positively associated with reading achievement and school outcomes. Evidence indicated that reading effectiveness was enhanced by principals who (1) create a safe, orderly school environment conducive to learning; (2) showed a high degree of program involvement; (3) established clear learning goals; (4) encouraged a high level of expectation of student achievement; and (5) used performance data both to evaluate student skills and to measure the strengths and weaknesses of the reading curriculum. (MM)

ED 237 652 CE 037 516

NATCON 5.
Canadian Commission of Employment and Immigration, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-12886-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Counseling; Aptitude Tests; *Career Counseling; *Career Development; *Career Education; *Career Guidance; Community Colleges; Decision Making Skills; Drug Addiction; Educational Trends; *Employment Counselors; Evaluation Methods; Interest Inventories; Job Placement; Models; Occupational Tests; Postsecondary Education; Program Effectiveness; Secondary Education; Test Validity; Vocational Adjustment; Vocational Education; Vocational Interests
IDENTIFIERS- *Canada

This collection of articles on vocational guidance and counseling is one of the NATCON series produced by the Canadian Employment and Immigration Commission to improve the methodology of vocational guidance and employment counseling. Ten articles are included in the book. They cover the following subjects: a processing of counseling psychology for the future, a systematic approach to individual employment counseling, a prototype measure of career adaptability, vocational counseling in secondary schools, a developmental model of career education emphasizing decision-making skills, performance evaluation of guidance counselors, trends in counseling and guidance in community colleges, a British analysis of education for work programs in the United States, estimated versus measured interests and aptitudes in employment counseling, and vocational counseling with illegal drug users. Most of the articles contain bibliographies. A list of the contents of the other NATCON collections is included in the document. (KC)

ED 237 764 CE 037 806

The New York State Board of Regents Project on Long-Range Goals and Policy Directions for the Office of Vocational Rehabilitation. A Discussion Paper.

New York State Education Dept., Albany. Office of Vocational Rehabilitation.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; Agency Role; Change Strategies; Cooperative Programs; *Disabilities; Economic Development; Educational Change; Educational Improvement; Educational Legislation; *Educational Needs; *Educational Objectives; *Educational Policy; Educational Trends; Federal Legislation; Futures (of Society); Long Range Planning; Needs Assessment; Policy Formation; Position Papers; Postsecondary Education; Program Development; Program Improvement; Rehabilitation Programs; School Business Relationship; Secondary Education; State Agencies; State Boards of Education; State Programs; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *New York; Private Sector

The New York State Board of Regents conducted a formal review of the long-range goals and policy directions for vocational rehabilitative services to disabled youth and adults in New York. The first phase of the review consisted of an examination of major pieces of vocational and special education legislation, current federal and state economic conditions, and emerging trends in the area of vocational rehabilitation. Based on this examination, the project staff recommended that rehabilitative services planners and policymakers reaffirm the state commitment to the provision of a full range of rehabilitative services through the provision of adequate public funds. Also cited by the project staff was the need for a formal delineation of the role of the Office of Vocational Rehabilitation and the specific vocational nature of its services. It was further recommended that the providers of vocational rehabilitative services expand their ties to business, industry, and labor to support economic development in New York State; increase the participation of the private and volunteer sectors in a broad-based state-managed service delivery system; integrate the needs of disabled persons in services delivered by other offices in the State Education Department; help disabled persons become better able to meet future employment openings by expanding knowledge of employment trends and by providing supportive services that address those trends; and provide more independent living services. (MN)

ED 237 793 CE 800 047

Mays, Francine

Computer-Based Systems. Overview: ERIC Fact Sheet No. 5.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Career Guidance; *Computer Oriented Programs; Evaluation Criteria; Guidelines; *Information Systems; Media Selection; Online Systems; Postsecondary Education; Resource Materials; Secondary Education; Staff Development; Student Needs
IDENTIFIERS- *Career Information Systems; ERIC; Fact Sheets; PF Project

This fact sheet gives an overview of computer-based career information and guidance systems to aid in understanding, selecting, and using such systems. Topics covered include: (1) possible components of a computer-based system; (2) user needs which can be met through such a system; (3) areas to be considered when selecting a system including resources, information and guidance, population and setting, structure, data storage, use of data, changing and updating information, and costs; (4) issues to address to ensure the effectiveness of the system including evaluation, access for all learners, personnel preparation, and affirmative action; and (5) areas in which staff development may be needed. A bibliography citing four references and 14 additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

ED 237 838 CG 017 092

Lueger, Robert J.; Ostrowski, Michael
Perceived Unpredictability and Dangerousness of Mentally and Physically Handicapped Persons Encountered in Public Places.
PUB DATE- 7 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Disorders; College Students; Deinstitutionalization (of Disabled); Higher Education; *Mental Disorders; *Negative Attitudes; *Perception; Personality Traits; Physical Disabilities; Situational Tests; *Social Bias
IDENTIFIERS- Approach Avoidance Conflict

Since 1955, deinstitutionalization has brought 1.5 million chronic mental patients back into the community. Studies have shown that perception and citizen support of this population vary greatly. To investigate responses to encounters with chronic mental patients in public settings, 160 college students responded to vignettes manipulated for four variables: chronic versus physically handicapped person; confined versus unconfined situation; approached or not approached by a handicapped person; and presence or absence of witnesses. The subjects made judgments on aversiveness, unpredictability, and dangerousness, as well as reactions to the situation. An analysis of the results showed that citizens are very uncomfortable in encounters with chronic mental patients and that they find chronic mental patients to be very unpredictable and somewhat dangerous. The most favored response to this population was avoidance and disengagement. Citizens felt in more danger in open settings than in confined ones, and in less danger in the presence of witnesses.

ED 237 899 CG 017 154

Rosse, Joseph G.
Adaptation to Work: An Analysis of Employee Health, Withdrawal and Change. Working Paper 82-19.
Minnesota Univ., Minneapolis. Industrial Relations Center.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
PUB DATE- Nov 82
GRANT- N000-14-75-C-0904
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Employee Attitudes; *Employees; *Females; Health; *Job Satisfaction; Labor Turnover; Vocational Adjustment; *Withdrawal (Psychology); Work Attitudes; *Work Environment
IDENTIFIERS- Absenteeism (Employee); Tardiness

According to an employee withdrawal model suggested by Miller and Rosse (1982), workers engage in a variety of integrated behaviors that are intended to place physical and psychological distance between themselves and a noxious work environment. To investigate the relationship of job satisfaction and employee withdrawal behaviors, 48 newly hired, predominantly female (83 percent), full-time hospital employees, with a mean age of 26, were interviewed ten times over a 6-month period about job attitudes, adaptive behavior, and personal health. Job attitudes were measured by the Faces-Format Measure of Overall Satisfaction with Work, the Job Descriptive Index Scales, the Index of Organizational Reactions, and the Work Alienation Scale. Adaptive behavior was assessed through biweekly supervisor records of lateness, absence, and turnover, and subjects' completion of the Avoidance Scale and the Attempts at Change Scale. Physical and mental health were assessed by a self-report checklist. A corresponding control group (N=24) completed only the job attitude scales. An analysis of the results showed that intention to quit, turnover, absence, attempts to change the job, and health disorders were negatively correlated with job satisfaction. Lateness and the self-report Avoidance Scale did not correlate with job satisfaction. Use of adaptive behaviors was found to have remedial effects for employee health. (BL)

ED 237 931 CS 007 371

Baumann, James F.

Effect of a Direct Instruction Paradigm for Teaching Sixth Grade Students to Comprehend Main Ideas.

PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basal Reading; Comparative Analysis; *Directed Reading Activity; Grade 6; Intermediate Grades; *Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Strategies; Teaching Methods; Vocabulary Development
IDENTIFIERS- *Direct Instruction; *Main Idea

Sixty-six grade six students were subjects in a study to evaluate the effectiveness of a direct instruction paradigm for teaching children the reading comprehension skill of main idea identification. Both experimental groups (strategy and basal) and the control group received eight lessons of 30 minutes each. All instruction occurred over a two-week period, with posttesting immediately following instruction. The strategy group received intensive, direct instruction in main ideas that consisted of five steps: introduction, example, direct instruction, teacher-directed application, and independent practice. To compare the performance of students, basal group members were administered all the lessons on main ideas and supporting details from a current basal reader series. Students in the control group received an equivalent amount of instructional time on unrelated vocabulary development exercises. Results indicated that (1) the strategy group outperformed both the basal and the control groups in ability to recognize explicit and implicit paragraph main ideas, recognize details that support main ideas, recognize explicit and implicit passage main ideas, and compose paragraph and passage main ideas for a main idea outline; (2) the basal group outperformed the control group in ability to recognize explicit paragraph main ideas; (3) treatment groups did not differ in ability to free recall main ideas or in total free recall; (4) more capable readers consistently outperformed less capable readers on all dependent variables; and (5) there were no interactions between treatments and achievement levels. (HOD)

ED 238 041 CS 504 453

Hale, Mary E.
Teacher Conflicts: A Study of Rule Emergence.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Communication Research; Communication Skills; *Conflict Resolution; Elementary Education; Elementary School Teachers; *Guidelines; Individual Power; *Interpersonal Communication; Interpersonal Competence; Interprofessional Relationship; Organizational Communication; Organizational Objectives; Social Cognition; *Teacher Administrator Relationship

Analysis of school documents, teacher and principal interviews, and teacher conflicts in an elementary school uncovered both an explicit rule structure fostering a desired school image and a series of implicit rules accepted by the faculty but at times contradicting the organizational image. Established master contract guidelines featured (1) care and concern for children, (2) high quality teachers, (3) cooperation and collaboration among staff, (4) open and flexible communication, and (5) teacher ability to manage and resolve conflicts. Factors such as the principal's view of the conflict, the history of the school, and power relationships between the principal and teachers and among teachers themselves, however, influenced the development of implicit rules. The following are among those rules: if an unresolved conflict is too petty to take to the principal, teachers must manage it by whatever means are effective as long as the principal is not involved; and teachers in poor standing should not take a major problem to the principal. Results indicated the effectiveness of a communication based rules approach to organizational culture, expanded the definition of a master rules contract to include implicit rules, and contributed to the understanding of rule emergence. (MM)

ED 237 681 CE 037 616

Mohamed, Dominic A.

Supervised Occupational/Recent Work Experience Program. A Component of the Florida Extern Leadership Training Program for Local Administrators of Vocational Education and Back-to-Business/Industry Program. 1982-83 Final Report.

Florida International Univ., Miami. Div. of Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Jun 83
AVAILABLE FROM- Div. of EPHRD, Florida International University School of Education, Miami, FL 33199 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Education; Cooperative Programs; *Educational Administration; Educational Cooperation; Experiential Learning; *Inservice Education; Leadership Training; *Management Development; Postsecondary Education; Professional Continuing Education; Records (Forms); *School Business Relationship; School Districts; State Programs; *Vocational Directors; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Florida

The Supervised Occupational Experience and Back-to-Business and Industry Programs were designed to help Florida vocational administrators to update their technical knowledge and to strengthen their relations with business and industry. The design phase of these programs consisted of two task force meetings. During these task force meetings, a series of draft documents was developed for use in implementing the two programs. This volume contains two cover letters, one describing the Supervised Occupational and Recent Work Experience Program for Florida Extern Leadership Training Program completers; and the other to vocational administrators describing the Back-to-Business and Industry Program. Applications, business and industry agreements, student preassignment activities/agreements, and feedback evaluation forms for each program are also included. (MN)

ED 237 695 CE 037 649

Grosvenor, J. S.
Technology and the Department of TAFE. Dimensions, Options and Strategies. Occasional Papers.
National TAFE Clearinghouse, Adelaide (Australia).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Foreign Countries; *Government Role; Institutional Role; Postsecondary Education; *State Departments of Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Australia (South Australia)

These three papers outline the technological issues confronting the Department of Technical and Further Education (TAFE). The first paper describes the technological dimensions of the Department of TAFE. It establishes the role of technology within the department and the four avenues through which the department influences the technological future of South Australia: as a user of technology, as a developer of technology, as technological trainer and educator, and as a selective promoter of technologies. The second paper outlines local and international trends in industry, employment, and technological changes that provide cues for the department's response to technological change. The effect of technological change in TAFE is discussed in three contexts: the socioeconomic, the industrial structure of the work force, and the occupational structure of the work force. Special attention is given to approaches to vocational education and training. The third paper suggests ways in which an association between the Department of TAFE and the Ministry of Technology might profitably be forged. Major tasks confronting the department and relating to the ministry are outlined, after which some functional relationships between the two parties are proposed. (YLB)

ED 237 723 CE 037 729

Ruzicka, Pat
Working for Equity. Finding Equity Issues in the Schools.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Techniques; Educational Improvement; Educational Needs; *Educational Objectives; Educational Planning; *Educational Policy; *Educational Quality; *Educational Trends; *Equal Education; Females; Futures (of Society); Language Usage; Males; Policy Formation; School Role; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; Student Needs

This packet contains a presenter's outline and notes, an outline of major points, transparency masters, and the text of the presentation entitled "Finding Equity Issues in the Schools." The presentation is an introduction to educational equity and how it fits in with educational trends and thinking. The purpose of the presentation is to illustrate that (1) equity issues are integral components in several major educational themes and (2) excellence in education cannot be achieved unless equity issues in the school system are identified and satisfactorily resolved. The presentation, which is scheduled to take 15-30 minutes to complete, covers the following topics: what is equity, equity and educational thinking, emerging trends and equity issues, quality education and equity issues, effective schooling practices and equity issues, and achieving excellence in education. A list of references is included in the presentation. (KC)

Denniston, Denie; Imel, Susan

Adults in Career Transition. Overview: ERIC Fact Sheet No. 20.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Adult Development; *Adults; *Career Change; Career Development; Delivery Systems; Individual Characteristics; Individual Needs; Influences; *Midlife Transitions; Resource Materials; Services
IDENTIFIERS- ERIC; Fact Sheets; PF Project

Changing careers during adulthood has been recognized only recentl as a natural part of the development of adult life. A study estimated that 36 percent of all Americans are in some stage of the career transition process. Career changes are becoming increasingly common for women, for workers whose skills have become obsolete, for individuals experiencing a shift in values, and for older workers. Reasons for career changes are either internal or external. Internal or psychological factors are related to changes in individuals or their families. External factors are often related to economic or technological changes in the environment and the work place. Many adults have trouble making career transitions due to: (1) lack of motivation; (2) lack of access to information about alternative careers and opportunities; (3) a narrow idea of available jobs; (4) limited education/training; (5) lack of funds; and (6) lack of counseling. A variety of educational and support services can be provided to help overcome these problems. These services can be delivered effectively through comprehensive guidance centers, residential programs, and brokering services (resource and referral services). This fact sheet includes a bibliography of four resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 915 CG 017 172

Hull, Jay G.; And Others
Alcohol Use as a Function of Self-Consciousness and Academic Performance.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 83
GRANT- PHS-T32-MH-14588-04
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Alcoholic Beverages; *Drinking; *Failure; High Schools; *High School Students; Models; Peer Influence; *Predictor Variables; Self Evaluation (Individuals); Student Behavior; *Success; Youth Problems
IDENTIFIERS- *Self Awareness

According to a recent model of alcohol use (Hull, 1981), individuals moderate their sensitivity to the implications of success and failure by drinking following personal failure to reduce self-consciousness and not drinking following success to remain self-conscious. To test the hypothesis that adolescent alcohol consumption would be a joint function of the individual's level of private self-consciousness and personal experiences of success and failure, 819 high school students completed a self-consciousness inventory, a questionnaire dealing with environmental and behavioral factors relating to drinking, and an index of weekly alcohol consumption. Consistent with the hypothesis, results showed personal success/failure in school was significantly more predictive of alcohol use among high than low self-conscious individuals. In addition, for both high and low self-conscious subjects, alcohol use was shown to be a function of the individual's general level of behavioral deviance and friends' attitudes and behaviors toward alcohol use. Even after taking into consideration these alternative predictors, alcohol use remained more strongly associated with personal success/failure among high than low private self-conscious individuals. (Author/JAC)

ED 237 947 CS 007 433

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Administrator Role; Annotated Bibliographies; Computer Assisted Instruction; Content Area Reading; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Methods Courses; *Reading Instruction; Reading Research; Remedial Reading; Role Playing; Special Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education; Writing Instruction

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) the effects of simulated role playing on student knowledge, attitudes, and performance in an undergraduate reading methods course; (2) Indiana English teachers' perceptions of their college preparation; (3) instructional behavior in the reading arts of two groups of special educators; (4) inservice training on reading in the content areas; (5) teachers' and supervisors' perceptions of appropriate instruction for teaching reading to good and poor readers; (6) achievement, aptitude, and attitudinal variables related to preservice teachers' performance on criterion referenced tests in reading; (7) teachers and students as conversational partners; (8) the effects of inservice training of reading teachers on the achievement of reading pupils in a metropolitan school system; (9) factors influencing first grade teachers' selection and use of diagnostic procedures in beginning reading; (10) attitudes and perceptions of teachers of freshman composition; (11) an innovative inservice model for paraprofessionals in an elementary school; (12) teacher perceived management style as related to the reading scores of elementary school students; and (13) the interactions between an external change agent and teachers implementing a reading readiness curriculum. (FL)

ED 237 962 CS 007 450

Layton, Kent
A Correlational Study of the Relationship between Cloze Procedures and Standardized Reading Tests for Intermediate Grades.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Cloze Procedure; Comparative Analysis; Grade 4; Grade 6; Intermediate Grades; Predictor Variables; Reading Achievement; Reading Instruction; *Reading Research; *Reading Tests; *Standardized Tests; *Teacher Made Tests; Teacher Role; Test Reliability; *Test Validity

A study was conducted to determine if a teacher-constructed cloze procedure correlated significantly with two standardized tests of reading achievement, thereby testing G.D. Spache's claim that most teachers are unable to design valid and reliable assessment materials. Subjects were 60 fourth and sixth grade students who were administered the Nelson-Reading Test, the reading subtests of the SRA achievement series, and a teacher-constructed cloze procedure testing student independent, instructional, and frustration levels. Multiple regression analysis indicated high statistical correlations between selected levels of cloze procedure and standardized test scores. Significant correlations were obtained among the three levels of cloze procedure, and no single variable was found to be a good predictor of reading achievement. Many combinations of variables in the prediction models, however, were found to be highly significant predictors of the Nelson-Reading Test scores. The results suggest that the teacher-made cloze procedures were appropriately leveled and shaped, casting doubt on Spache's claim. (Master list scores for cloze procedure levels are appended.) (FL)

ED 237 978 CS 207 660

Daley, Patrick J.
Herbert Marcuse's Critical Theory of the Media.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Capitalism; Change Agents; *Change Strategies; Communication (Thought Transfer); Critical Thinking; Journalism; *Mass Media; *Media Research; Philosophy; *Research Needs; Social Class; Social Cognition; *Theories
IDENTIFIERS- *Critical Theory; *Marcuse (Herbert); Theory Practice Relationship

As a member of the Frankfurt School of critical theory, Herbert Marcuse believed that industrial capitalism and the bureaucratization of society stripped humans of any claims to autonomy and undermined their critical expression with a functional language. However, Marcuse did no more than point an inchoate ideological finger at the production side of the media and, therefore, was unable to join theory with practice. His emphasis was on the separation of the private and public spheres, with a reasoning public mediating the two through the use of critical, rational concepts. Needs were to be generated from the enclaves of privatized reason, whose satisfaction was made to be seen as serving the interests of all. The unanswered question was what were true and false needs. Failing to translate his concepts into practice, he turned to the "lumpenproletariat," an inchoate and unlocalized "class" as agents of change. However, his lack of theory vitiated any attempts to show the role that humans would play in accomplishing and then maintaining their emancipation. He further maintained that the only way to get a "fresh look" at facts heretofore mediated by the dominant interests was by undemocratic means, including a restraint on freedom of expression. Later he moderated this stance to one of discriminating intolerance. Unlike Marcuse, mass media researchers need to make clear what counts for them as ideological. Such research endeavors would entail carefully constructed problems informed by interpretative sociologies, along with solid empirical data on the economics of the mass media. (HOD)

ED 238 009 CS 208 045

Crowhurst, Marion
Revision Strategies of Students at Three Grade Levels. Final Report.
Educational Research Inst. of British Columbia, Vancouver.
REPORT NO.- ERIBC-83:12
PUB DATE- 83
GRANT- ERIBC-DG-324
AVAILABLE FROM- Educational Research Institute of British Columbia, Suite 701, 601 West Broadway, Vancouver, British Columbia V5Z 4C2 ($3.30).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; *Age Differences; Comparative Analysis; Elementary Secondary Education; *Error Analysis (Language); Persuasive Discourse; *Revision (Written Composition); *Writing Evaluation; Writing Instruction; *Writing Research
IDENTIFIERS- *Discourse Mode; Expressive Writing

A study examined the revisions made in expressive and persuasive compositions by 14 good and 14 average writers in grades 5, 7, and 11 to determine if grade- or ability-related differences occurred in the quality and kinds of revisions made and if revisions differed for the two types of compositions. Students wrote compositions one day and revised them a few days later. Revisions were categorized as formal, word level, phrase level, clause level, sentence level, and multisentence level. Results showed no differences in revisions for the two composition types. There was a trend at grade 11, only, for good students to make fewer formal revisions and more revisions of other kinds than average students. There was a significant decrease in formal revisions from grade 5 to grade 11; otherwise, the number of revisions made at the various levels by grade 5 students was very similar to the number made by grade 11 students. Grade 7 students, however, made significantly fewer revisions than did grade 5 or grade 11 students. The findings provide little evidence for age-related or ability-related differences detectable by tallying revisions of the kinds examined. (Author/FL)

ED 238 025 CS 208 069

Lupack, Barbara Tepa
Writing across the Curriculum: Designing an Effective Model.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; College Students; Communication Skills; *Content Area Writing; *Cooperative Programs; Coordination; *Educational Assessment; Higher Education; *Interdisciplinary Approach; Literacy; Models; *Program Development; *Program Implementation; Student Needs; Writing Processes; Writing Skills
IDENTIFIERS- *Writing across the Curriculum

A writing across the curriculum program offers an organized and systematic approach to involving all departments in the development of student literacy. Among preliminary steps in implementing these programs are (1) a review of the literature on student literacy, (2) a local assessment of college students' literacy needs, (3) a local assessment of faculty/administrative/ staff concerns about and perceptions of student literacy, (4) the formulation of a working definition of student literacy, (5) a study of proficiency requirements currently used to assess literacy, (6) an adaptation of those standardized tests or the development of an appropriate instrument for local needs, (7) the encouragement of faculty support and active participation in an interdisciplinary college committee on student literacy, (8) an assessment of the committee's success and an acceptance of its recommendations, and (9) the use of existing resources and personnel within the existing curriculum. (Appendixes include samples of student and faculty surveys for assessing concerns and needs.) (HOD)

ED 237 639 CE 036 677

Instructor's Guide for Human Development Student Modules.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aging (Individuals); Behavioral Objectives; Child Development; Child Rearing; Classroom Techniques; Competency Based Education; *Consumer Education; Coping; Drug Education; Emotional Development; *Family Life Education; Guidelines; Health Education; *Home Economics Education; *Homemaking Skills; Hygiene; *Individual Development; Interpersonal Competence; Life Style; Nutrition; *Parenthood Education; Physical Development; Play; Secondary Education; Social Development; Teacher Developed Materials; Toys

This instructor's guide is designed for use with an accompanying set of 61 student learning modules on human development. Included among the topics covered in the individual modules are the following: consumer and homemaking education (health and nutrition, personal appearance and grooming, puberty, menstruation, the human reproductive system, venereal diseases, teenage pregnancy, babysitting, first aid, and handling emergencies); family life education (interpersonal communication, interpersonal relationships, changing lifestyles, pregnancy, the role of the single adult, preparing for marriage, birth control methods, making marital adjustments, observing family traditions, enrichment activities for the family, drugs and alcohol, separation and divorce, living with elderly persons, and adjusting to death); education for parenthood (the expectant family, labor and delivery, postpartum care, layettes, infant toys and equipment, promoting children's health and well being, toilet training, child care, and providing educational opportunities for children); and child development (infant care, children's toys, play activities for preschoolers, assisting children at mealtimes, and handling illnesses and injuries). For each module, some or all of the following materials are provided for the instructor: instructor guide sheets (including notes; a description of module contents; recommended audio-visual materials; suggestions for conducting the module with references, tools, and equipment needs noted; and extended learning activities); master copies for learning activities; check-out activity sheets and answers; evaluation checklists; suggested letters to parents; suggested lecture summaries; and case studies. (MN)

ED 237 667 CE 037 588

Deboe, Robert C.
Andragogy Locked-Up: The Enigma of Adult Education in Corrections.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; Adult Learning; *Andragogy; Comparative Analysis; *Correctional Education; *Correctional Institutions; Educational Benefits; Educational Objectives; *Educational Philosophy; *Educational Practices; Individual Needs; Learning Processes; Learning Theories; Postsecondary Education; Self Concept; Student Needs
IDENTIFIERS- Societal Needs

Andragogy has been posited as a theory of adult learning that provides a unifying concept for the practice of adult education. Because the assumptions of andragogy only indirectly adduce the needs of society and do not purport to accommodate the proprietary interests of institutions at all, it would seem that andragogy would not be appropriate as a unifying theory for adult education in corrections. This is true, first of all, because the purposes and aims of correctional programs do not reflect the existential goals of self-actualization. Furthermore, as a program design model, andragogy is dysfunctional in the prison milieu because the model requires that curricula relate to the developmental tasks of inmates' social roles and addresses their here-and-now needs. Finally, it is paradoxical that andragogy appears to run counter to the objectives of correctional education because the theory may have tremendous potential to effect social change by helping inmates to look critically at the world around them, to realize responsibility for their existence, to utilize past experience for future growth, to anticipate life challenges and find creative solutions to them, and to perceive themselves as the source of acts rather than as reactive volatile products of an ominous world. (MN)

ED 237 737 CE 037 748

Bjorkquist, David C.
Keeping Teachers' Technical Skills Up-to-Date.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Independent Study; *Inservice Teacher Education;

*Internship Programs; *Retraining; Skill Obsolescence; *Teacher Workshops; *Vocational Education Teachers

Teacher education institutions need to accept responsibility for helping to keep vocational and technical teachers technically current. The University of Minnesota is helping inservice teachers keep up-to-date in three ways. The largest number of teachers have been served through short technical workshops. The workshops have covered a wide variety of topics and have been taught by instructors from industry who received help in developing instructional plans and materials. The State Department of Education has provided money for the workshop coordinator's position and has subsidized the cost of the workshops. Teachers also enroll in internships that refer to industrial employment in the teacher's field of specialization. The state of Minnesota pays the essential costs, including hiring of a substitute teacher and extra travel. Inservice teachers can also utilize a variety of other learning experiences through independent studies. Independent studies can center on participation in manufacturers' service schools, attendance at a trade show, travel, research and writing, and consulting. Some principles can ensure the quality of a learning experience. These include careful planning, analysis of need, statement of objectives, use of the community as a resource, integration of the technical updating into teaching, and evaluation of outcomes. (YLB)

ED 237 751 CE 037 788

Iverson, Maynard J.
A Model for Improving the Responsiveness of Technical and Community Colleges to the Training Needs of Industry.
PUB DATE- 3 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Colleges; *Cooperative Programs; *Coordination; Industrial Education; *Industry; *Models; Postsecondary Education; Program Effectiveness; *Relevance (Education); *School Business Relationship; *School Effectiveness; Technical Institutes; Vocational Education
IDENTIFIERS- North Carolina; *Responsiveness

A North Carolina project identified the elements influencing an institution's responsiveness to industry and developed a model to improve the efficiency and effectiveness of that response. Data were collected through structured interviews at each of 15 top-rated colleges and with representatives of two industries with whom the college had worked. Responsiveness models were generated using the findings, a literature review, and project advisory committee inputs. Major findings were presented at three regional dissemination workshops. Implementation strategies were discussed, and subjective evaluation of the models were secured from experienced personnel who attended. Nineteen elements affecting institutional responsiveness to industry were identified as being of "some" to "extreme" importance. The top six elements referred specifically to college commitment, policy, and/or activities that included reliability of the institution, strong personal commitment of the president to industry training, high quality of instruction provided, quick response and follow-through by the institution, tailoring of courses to meet specific industry needs, and flexibility of the institution. (Six figures show the participating colleges, weighted listing of elements, elements placed in six major factors, levels of responsiveness of institutions based on the factored elements and the services provided, and the combined responsiveness model.) (YLB)

ED 237 824 CG 017 078

Stiles, William B.
Client Self-Disclosure in Psychotherapy.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Counseling Effectiveness; *Counseling Techniques; Counselors; Opinion Papers; *Psychotherapy; *Self Disclosure (Individuals); Verbal Communication
IDENTIFIERS- *Client Behavior

Psychotherapists of different theoretical persuasions use systematically different profiles of verbal response modes. However, clients tend to use very similar profiles, regardless of what their therapist does. Disclosure comprises the largest part of this common client profile, and it distinguishes the client role from other roles. Higher levels of client disclosure are associated with external observers' ratings of good psychotherapeutic process, though not necessarily with participants' ratings of session depth and value. Relatively high levels of client disclosures are associated with participants' judgments that a session was relatively rough, difficult, and dangerous. And clients who are more depressed, anxious, or generally psychologically distressed have higher levels of disclosures in psychotherapy. A helpful analogy suggests that client disclosure may be related to psychological disturbance as body temperature and white blood cell count are to physical infection. In the case of physical infection, a fever and an elevated leukocyte level are parts of the body's immunological response--mobilizing to fight the infection. Disclosure may be, analogously, part of a natural corrective or protective reaction to psychological disturbance. Primarily, it helps regain psychological homeostasis, and secondarily, it serves as a symptom of distress. This analogy makes sense of the distinctively high level of disclosures in therapy and of the theoretical and empirical association of disclosures with "good process". It is also consistent with the correlation of disclosures with psychological distress and discomfort. (Author/JAC)

ED 237 854 CG 017 108

McCallum, Debra Moehle; And Others

Conceptual Dimensions of Interpersonal Influence.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attribution Theory; Behavior Change; *Cognitive Processes; College Students; Higher Education; Individual Power; Interpersonal Competence; Interpersonal Relationship; Locus of Control; Motivation; *Schemata (Cognition); *Social Cognition
IDENTIFIERS- *Compliance (Behavior); *Interpersonal Influence Process

Interpersonal power has been defined as the ability of an agent to alter the behavior of a target through means-control, attractiveness, and credibility. To identify and delineate situations of influence in personal relationships, undergraduate students either wrote influence descriptions (N=96), made similarity judgments on the original 96 descriptions (N=31), or rated 18 of the original 96 descriptions according to 20 Likert-type attribute scales (N=60). An analysis of the results showed that the most salient cognitive dimensions for naive observers of interpersonal influences were the valence of outcomes for the target and the intentions of the agent. The target's satisfaction in organizing his perceptions of influence attempts was more important than the agent's satisfaction with the outcome. Similarly, the importance of the behavior to the target was more salient than the importance to the agent. Rational approaches to interpersonal influence were likely to correspond to positive attitudes and positive target outcomes. Attributions of intentionality were found to influence interpersonal situations, particularly as the intentions affected the motives of the persons involved. (The attributes and examples of influence descriptions are appended). (BL)

potentially maladaptive consequences. (Author/JAC)

ED 237 885 CG 017 140

Basow, Susan A.; Distenfeld, M. Suzan
Teacher Expressiveness: More Important for Males than Females?
SPONS. AGENCY- Lafayette Coll., Easton, Pa.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; College Faculty; College Students; Evaluation Criteria; Higher Education; *Performance Factors; *Sex Differences; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness

Considerable research has documented the positive effect of teacher expressiveness and warmth on students' evaluations of college teachers, but the effect of teacher expressiveness on student performance is less clear. To investigate the interaction between teacher expressiveness, teacher sex, and student sex, 121 college students viewed a videotape of a male or female actor giving a short lecture using either expressive or nonexpressive communication. Students then completed a content test and a teacher evaluation. Results showed that the expressive teacher received the highest student evaluations using a global evaluation score as well as five factor scores. The nonexpressive male teacher, in particular, received very low ratings on two factors: organization, and stimulating interest. His students also had the poorest performance on the achievement test. In contrast, students who watched a nonexpressive female teacher had the highest achievement. Differential attention as a function of sex-role appropriate characteristics were hypothesized as being mediating variables. Male and female students reacted to the instructors in similar ways, except that female students tended to view all professors as more organized than did male students. Future research might do well to examine teacher sex in studies of teaching performance and effective teacher qualities. (Author/JAC)

ED 237 994 CS 207 984

Masse, Roger E.
Gay Studies in a Rhetoric of Social Movements Course.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Conflict; Controversial Issues (Course Content); *English Instruction; Higher Education; *Homosexuality; Methods; *Persuasive Discourse; *Rhetoric; *Social Action; Social Change; *Social Discrimination; Sociology; Teaching Methods
IDENTIFIERS- *Dramatistic Criticism

Historical, sociological, or dramatistical methodologies can be used to study social movements; however, the dramatistical approach is most useful in a course on the rhetoric of the gay liberation. More suited to examining a completed period, the historical approach has difficulty capturing a contemporary movement. Sociological methodology, which concentrates on leaders' rhetorical strategies, cannot accurately reflect the nonleader-centered gay liberation movement. The dramatistical approach, however, which depends on the idea of conflict with an oppressor, permits the class to examine the movement from a number of perspectives. Using the dramatistical approach, students can investigate the rhetorical strategies used in writing by gay rights activists, discover how the movement goaded established authority into a counter movement, and study the role of the devil figure, a concrete symbol of threats to moral enlightenment such as Anita Bryant, in uniting the gay and lesbian community and generating public sympathy. (MM)

ED 237 653 CE 037 517

NATCON 6.
Canadian Commission of Employment and Immigration, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-12887-7
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Counseling; Adults; Career Choice; *Career Counseling; *Career Development; *Career Guidance; Counseling Effectiveness; *Counseling Techniques; Counselor Client Relationship; Counselors; Decision Making; Delinquency; Life Satisfaction; *Middle Aged Adults; Older Adults; Rehabilitation Counseling; Time Management; Values; Vocational Evaluation; Vocational Rehabilitation; *Work Attitudes
IDENTIFIERS- Canada

This document, one in a series of booklets containing research reports on vocational counseling and guidance, was prepared by the Canada Employment and Immigration Commission. Eleven articles are contained in this collection. Four of the articles form a series on how adults' concerns about work change with age, including the vocational development of adults at ages 43-47, 48-52, and 53-57. Other topics covered in the remaining seven articles are the following: counseling as a social exchange, a rationale and reason for short-term counseling, a profile of how Canadians use their time--and the implications of their time use on career counseling, assessing and counseling the antisocial client, skills for counseling in an institution, psychometric and situational vocational assessment at the Royal Ottawa Regional Rehabilitation Centre, and stages in the development of an interdisciplinary approach to career decision making. Most of the reports contain bibliographies. The booklet contains lists of contents of the previous five NATCON collections. (KC)

ED 237 710 CE 037 712

Myer, Donna Foster, Ed.

Teaching Core Courses with a Focus on Rural Health. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.

Baptist Coll. at Charleston, SC.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Development; Aging (Individuals); *Allied Health Occupations Education; Anatomy; Associate Degrees; Biology; Classroom Techniques; Core Curriculum; English; *Family Health; Group Dynamics; Guidelines; Health Personnel; Higher Education; *Home Health Aides; *Home Programs; Hygiene; Individual Development; Mathematics; Paraprofessional Personnel; Physiology; Program Implementation; Psychology; Resource Units; Rural Areas; *Rural Education; Sociology; Teaching Methods
IDENTIFIERS- New Testament

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching courses that focus on rural health. Discussed in the first section of the guide are the role of core courses in rural health promotional training and the production of focus guide materials for such training. The second half of the volume consists of focus guides for the following subject areas: biology (microbiology, anatomy, and physiology); introductory English; group dynamics; mathematics; the New Testament; psychology (human growth and development, adult development, and aging); and introductory sociology. Appended to the guide is an annotated list of other materials in the Family Home Health Training Program series. (MN)

ED 237 778 CE 037 857

Thomas, Audrey M.
Family Learning Activities in British Columbia. Discussion Paper

06/81.
British Columbia Dept. of Education, Victoria. Continuing Education Div.
REPORT NO.- ISBN-0-7719-8766-8
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Continuing Education; *Family (Sociological Unit); Family Characteristics; Family Life Education; Foreign Countries; *Needs Assessment; *Parent Education; Program Descriptions
IDENTIFIERS- *British Columbia; Canada

This discussion paper focuses on family learning activities as they relate to the continuing education divisions of the public educational institutions of British Columbia. The first section provides an overview of families in transition, specifically the topics of kinds of families and family learning. Results of a needs assessment follow. Derived from secondary sources, including Statistics Canada Census data and other existing research reports, the needs assessment outlines family trends in Canada as a whole and in the province of British Columbia. Data are provided on number and size of families, changes in family types, urban/rural differences, and educational levels of families. A review of current public educational institutional activities in family learning is divided into continuing education activities in the public educational system of British Columbia and community organization program activities. Some specific program delivery models for family learning activities are highlighted to portray some of the approaches and variations that exist at the local levels. The final section summarizes the salient points and makes recommendations to the Ministry of Education, British Columbia Council for the Family, and the Boards of the Colleges and School Districts. Sixteen statistical tables are appended. (YLB)

ED 237 794 CE 800 048

Arrington, Larry
Energy. Overview: ERIC Fact Sheet No. 6.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Employment Opportunities; *Energy; *Energy Occupations; *Federal Legislation; Postsecondary Education; Resource Materials; Secondary Education; State Programs; *Vocational Educatio
IDENTIFIERS- Energy Crisis; ERIC; Fact Sheets; *National Energy Plan; PF Project

This fact sheet provides a basic overview of energy problems and programs in the United States and discusses the role that vocational education can play in solving those problems. The National Energy Plan is described including its objectives, strategies, and seven legislative acts: (1) The National Energy Conservation Act; (2) The Power Plant and Industrial Fuel Use Act (Coal Conversion Act); (3) The Public Utilities Regulatory Policies Act; (4) The Natural Gas Policy Act; (5) The Energy Tax Act; (6) Crude Oil Windfall Profits Tax Act of 1980; and (7) Energy Security Act (Synthetic Fuel Act). Ways in which vocational education programs in some states are responding to the energy dilemma are reviewed. The employment outlook is described for four key alternative energy areas: solar, coal, energy efficiency (conservation), and nuclear. A bibliography citing six references and 14 additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

ED 237 839 CG 017 093

Okun, Barbara F., Ed.; Gladding, Samuel T., Ed.
Issues in Training Marriage and Family Therapists.
Association for Counselor Education and Supervision, Washington, D.C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (write for price).
LANGUAGE- English
EDRS Price - MF[illegible]1/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Accreditation (Institutions); Counselor Educators; *Counselor Training; Divorce; *Family Counseling; *Marriage Counseling; Models; One Parent Family; *Program Development; *Program Implementation; Sex Differences

Within the past decade, the field of marriage and family therapy has mushroomed. As a new and emerging professional specialization, marriage and family therapy is subject to control struggles as well as the proliferation of training modalities. This monograph, written for counselor education faculty, students, and family therapists, provides literature on select areas of marriage and family therapy (i.e., systems issues; training and supervision; and alternative family lifestyles) as they pertain to counselor education. The section on systems issues explores four aspects of program implementation: curricula and program development; accreditation requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Association of Marriage and Family Therapy (AAMFT); integration of marriage and family therapy into counselor education; and gender issues of family systems therapists. The section on training and supervision focuses on clinical training in family psychology and supervision from four perspectives: collegial process; a review of current practice; supervisee's perspective on live supervision; and the reflections of a supervisor. The alternative family lifestyles section addresses the training of divorce counselors and single parent family counseling. A list of references follows each article. (BL)

ED 237 870 CG 017 125

Odebunmi, Akin

Symptoms, Causes and Possible Treatment of Anorexia Nervosa.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Anorexia Nervosa; Body Image; *Counseling Techniques; Drug Therapy; Eating Habits; *Etiology; Females; *Intervention; Mental Disorders; *Psychological Characteristics; Self Concept

This document provides research findings, a discussion of etiology, case studies, and treatment approaches for anorexia nervosa. The research findings classify the anorexic patient by sex, age, presenting characteristics, socioeconomic status, premorbid personality, and cultural and familial characteristics. The etiology of anorexia nervosa is presented according to four major theories: biochemical, neuroendocrinological, developmental, and familial. Two anecdotal case studies are presented in detail. Treatment is reviewed according to correlates of success and interventions. Phases of treatment follow from identification of disorder, to body system stabilization, to therapeutic intervention. Various drugs found effective in treatment are reviewed as well as therapeutic interventions, including psychotherapy, hypnosis and biofeedback, and behavior modification. A bibliogrephy is included. (BL)

ED 237 900 CG 017 155

Yarnold, Paul R.; Grimm, Laurence G.
Conformity, Interpersonal Dominance and the Type A Personality.
SPONS. AGENCY- Illinois Univ., Chicago.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Conformity; Higher Education; Individual Power; Males; Personality Traits; Physiology; Psychological Characteristics; *Social Behavior
IDENTIFIERS- Dominant Behavior; *Type A Behavior; Type B Behavior

Type A individuals are characterized by a sense of urgency, hard-driving competitiveness, and hostility which are manifested in their attempts to establish and maintain control over personal and environmental events. In order to investigate conformity and interpersonal dominance in Type A personalities, 87 male college students completed the Jenkins Activity Survey (JAS), a measure of coronary proneness. Students located at either extreme of the scale (12 Type A; 11 Type B) participated in the conformity experiment by making a series of stimulus discriminations. On 4 of 16 trials, a subject responded after three confederates had agreed on an incorrect response, and then again when seated alone in another room. Normative data were collected also on a larger sample of subjects. Analyses of results showed that, under social pressure, Type B subjects conformed to a significantly greater degree than Type A subjects. Data on a subset of the sample and the larger normative sample indicated that social pressure to conform was responsible for differences in judgmental accuracy of stimuli (conformity measure). Additional research is needed to evaluate task salience, status of group members, and subjects' perception of the consequences of their nonconformity in order to understand more fully the differences in conformity for Type A and Type B individuals. (BL)

ED 238 042 CS 504 456

Parcells, Frank E.
Imagining and Feeling: Experiential Learning in Mass Communication Instruction.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Communication (Thought Transfer); Consumer Education; Content Analysis; Creativity; Experiential Learning; *Mass Media Effects; Media Research; Research Methodology; Role Playing; Speech Communication; *Television; *Television Viewing
IDENTIFIERS- Media Experience; *Phenomenology; *Psychodrama

Defining the media experience as the media and social interaction involved in any person's viewing of television and the consequences of that viewing for oneself and others, this paper examines how phenomenology and psychodrama--methods of experiential learning focusing on the feeling and imagining functions of communication--can be used to teach television consumers about the media experience. The various sections of the paper (1) establish the media experience as a relevant emphasis of communication study suitable for mass communication consumer education, (2) identify and define the media experience in the context of television viewing, (3) describe and define phenomenology and psychodrama as methods of experiential learning applicable for studying the media experience, (4) present the D-E-S-C Scripting approach as a means of self or active investigation for processing the media experience through phenomenological reflection and psychodramatic role playing, and (5) apply the phenomenological and psychodramatic techniques as imagining and feeling communication functions to the instruction of mass communication consumers. (FL)

ED 237 682 CE 037 617

Mohamed, Dominic A.
Florida Extern Leadership Training Program for Local Administrators of Vocational Education. 1982-1983 Final Report.
Florida International Univ., Miami. Div. of Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Education; Competency Based Education; *Educational Administration; Individualized Instruction; *Inservice Education; *Leadership Training; Management Development; Postsecondary Education; Professional Continuing Education; Program Effectiveness; Program Implementation; Questionnaires; Records (Forms); Secondary Education; State Programs; Statewide Planning; Surveys; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Florida

The Florida Extern Leadership Training Program for Local Administrators of Vocational Education was conceived to meet the need for trained and certified leadership personnel in vocational education at the local level throughout Florida. During the third year of the project's operation, project staff implemented a training program to meet state certification requirements. The program was based on an individualized instructional delivery system that involved the use of self-directed modules, supportive audiovisual aids, and supervised clinical and technical field experiences. The target group for the 1982-83 program included noncertified county directors, area center directors, noncertified community and junior college occupational deans and directors, principals of comprehensive high schools, and State Department of Education consultants. Participants in this extern program participated in a summer workshop and in weekend seminars during the academic year. Thirty-six of the 38 individuals enrolled in the program received certificates of completion. The comments of those participating in the program were generally favorable. (This report includes a discussion of the 1982-83 program; reports on each of the monthly project meetings; an external evaluation of the program; as well as various project-developed correspondence, forms, charts, and feedback instruments.) (MN)

ED 237 696 CE 037 651

Brunner, S.; Daley, M.
The Link Course Programme: Proposals for Policy Development. Discussion Paper.
National TAFE Clearinghouse, Adelaide (Australia).
REPORT NO.- TAFE-S.A.-7.8
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); Coordination; Curriculum; *Educational Cooperation; *Educational Planning; Educational Policy; Foreign Countries; *Policy Formation; Postsecondary Education; Program Development; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia (South Australia); *Link Courses

Existing Department of Technical and Further Education (TAFE) policy and practice in link courses are reviewed, and some proposals are made on the development of that policy. Issues or questions raised by these policies are juxtaposed with the presentation of link program policy. Chapter 1 considers the background of the link course program and defines the link program as being comprised of part-time courses usually conducted within a TAFE institution to offer secondary students a sample of a wide range of employment areas. Bases of operation for the link program are discussed in chapter 2. These include mutual commitment and mutual planning by secondary schools and TAFE institutions, use of exclusive resources, access to an adult learning environment, curriculum guidelines, cautions related to narrowing students' vocational options in link courses, counseling, and staff development. Chapter 3 focuses on data collection policy. The 1982 record-keeping situation is summarized; an assessment of commitment/cost is outlined, and a centralized transitional education record system is proposed.

Chapter 4 addresses the priorities and responsibilities for financing. Appendixes include an interim link course policy and record-keeping forms. (YLB)

ED 237 724 CE 037 732

Linking Employment Problems to Economic Status. Bulletin 2169.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Jun 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. S/N 029-001-02757-5--$4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- Adults; *Black Employment; Blacks; Economic Change; *Economic Status; Employment; *Employment Problems; *Family Income; Hispanic Americans; Low Income; Minority Groups; Part Time Employment; *Poverty; *Unemployment
This bulletin examines the employment problems of workers in relation to their family and household economic status, as measured by their family income and poverty-nonpoverty status. The bulletin is based largely on data from the March 1982 Current Population Survey of the Bureau of the Census that relates to the year 198. For each of the three problems defined (low earnings among year-round full-time workers, unemployment, and involuntary parttime employment), poverty was found to be related to the problems but was not synonymous. Persons experiencing employment problems who were in families or households with additional earners usually did not fall into poverty, while those who were the sole providers for themselves and others more often did. Employment problems affecting Black or Hispanic workers were more likely to result in poverty than for White workers. The linkage between employment problems and poverty-level incomes tightened between 1979 and 1981. The percentage of persons with an employment problem increased during the period. By 1981, 26.5 percent of those with low earnings, 19.1 percent of those with unemployment, and 16.7 percent of those with involuntary part-time work during the year were living in families or households with incomes below the poverty level. When those experiencing more than one problem during the year (7.3 million) were taken into consideration, 35 million workers were affected by employment problems. About 6.7 million of these persons lived in families or households with incomes below the poverty level. Using a longitudinal subsample to examine the movements into and out of poverty for those in the labor force at some time in 1980-81, analysis of the data showed that for many workers, poverty was not a permanent or chronic problem. (KC)

ED 237 765 CE 037 807

Journal of Human Services Abstracts. Volume 8, Number 4, October 1983.

Aspen Systems Corp., Rockville, MD.

SPONS. AGENCY- Department of Health and Human Services, Rockville, Md. Project Share.
PUB DATE- Oct 83
CONTRACT- HHS-100-81-0052
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Administration; Annotated Bibliographies; *Community Services; Counseling Services; Data Processing; Day Care; *Delivery Systems; Disabilities; Employment Services; Health Services; *Human Services; Information Sources; Mental Health Programs; Needs Assessment; Older Adults; Personnel Management; *Planning; Program Descriptions; Program Development; Vocational Education; Vocational Rehabilitation; Volunteers
IDENTIFIERS- Project SHARE

This journal provides abstracts of 150 documents included in the database of Project SHARE, a national clearinghouse for improving the management of human services. These documents are on subjects of concern, interest, and importance to those responsible for the planning, management, and delivery of human services. Topics include planning, health services, administration, counseling services, employment services, personnel management, vocational rehabilitation, services for the elderly and disabled, and day care. Abstracts are arranged in alphabetical order by title and include the following information: author, publication date, number of pages, order number, availability, and a summary of content. Other parts of the journal contain an alphabetical list of personal and corporate authors, an alphabetical list of document titles, and a subject index. The index is a guide to the abstracts by specific subject categories with cross-references from synonyms to preferred terms. (YLB)

ED 237 809 CE 800 063

Imel, Susan
Adult Education for the Handicapped. Overview: ERIC Fact Sheet No. 23.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Accessibility (for Disabled); *Adult Education; *Adult Students; Blindness; Deafness; *Disabilities; Guidelines; Individual Characteristics; Individual Needs; Mental Retardation; Physical Disabilities; *Program Development; Resource Materials; *Special Education
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet presents the needs and characteristics of handicapped adults as an aid in developing and adapting educational programs. Following a discussion of the desire which adult educators feel to provide opportunities for all students, four general problem areas are described: attitudes of others, lack of mobility, diminished cognitive or intellectual capacity, and lack of communication skills. Three areas of concern for program development which have been identified by the Council on Exceptional Children (1980) are presented: accessibility, specially designed instruction, and cooperative planning. In addition, the following principles proposed by the Council are offered: (1) individuals with disabilities should be respected as adults; (2) they should have available the wide range of programmatic options available to nonhandicapped individuals; (3) they should be provided with educational programs on the same economic and administrative terms as nonhandicapped individuals; and (4) they should have the same benefits as the nonhandicapped when they participate in adult education. The final section describes the handicapping conditions and barriers facing the physically handicapped, the blind, the deaf, and the mentally retarded. A bibliography is included which cites two resources, both of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 916 CG 017 173

Angle, Harold L.
Correlates of Instrumental and Affective Attachment to Organizations.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Employee Attitudes; Employees; Employer Employee Relationship; Identification (Psychology); Job Satisfaction; *Organizational Theories; *Work Attitudes
IDENTIFIERS- *Organizational Commitment

It has been suggested that different forms of organizational commitment have different outcomes as well as different antecedents. To test the hypothesis that instrumental attachment to an organization is associated with members' investments in the organization, and that affective attachment to an organization is influenced primarily by the way the organization treats its members (a process of reciprocation), professional and paraprofessional hospital employees (N=727), and bank clerical employees (N=154) were tested. Subjects completed Porter's Organizational Commitment Questionnaire; measures of instrumental attachment, job satisfaction, and personal attributes; and a measure of existence, relatedness, and growth needs. Multiple regression analyses and simple correlation were used to measure differential relationships between the two forms of attachments and two types of antecedents. Mixed support was found for the relationship between instrumental attachment and committing investment, and affective attachment and reciprocation with the organization. The development of measurement instruments specifically designed to sort out different forms of attachment may be required. (MCF)

ED 237 932 CS 007 375

Meyer, Linda A.
Long-Term Academic Effects of Direct Instruction Follow Through. Technical Report No. 299.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basic Skills; Comparative Analysis; *Disadvantaged Youth; *Educational Research; Inner City; Longitudinal Studies; Primary Education; *Program Effectiveness; Reading Instruction; *Reading Programs; Reading Research; Remedial Programs; Teaching Methods
IDENTIFIERS- *Direct Instruction; *Project Follow Through

The Direct Instruction Follow Through program of enhanced instruction for children in kindergarten through grade 3 was introduced in 1968 in schools serving disadvantaged students in 180 communities throughout the United States. To determine the long-term effects of the program, a study compared the performance of the first three cohorts of Follow Through children from P. S. 137, the Bainbridge School, in Brooklyn, New York, with that of a control group of non-Follow Through students from a school in the same area. Data were collected from school records for 82% of the Direct Instruction Follow Through students and 76% of the control group students. Specific information gathered included high school graduation date, ninth grade reading and math scores, and student's application to and acceptance by colleges. Data analysis revealed that (1) over half the Follow Through students finished high school as compared to just over a third of the control students, (2) Follow Through students dropped out significantly less than did control students in two of the three cohort groups, and (3) more Follow Through students applied for and were accepted by colleges. A comparison of the subjects' ninth grade performance indicated that Follow Through students did better than their control group counterparts in both reading and math. (FL)

ED 237 963 CS 007 451

Goodfriend, Phyllis
The Effect of Cognitive Organization Ability on Reading Comprehension.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; *Cognitive Ability; *Cognitive Processes; Epistemology; Grade 4; Intelligence Quotient; Intermediate Grades; *Reading Comprehension; Reading Instruction; *Reading Research; Reading Skills; *Recall (Psychology); *Schemata (Cognition)

A study investigated the effects of nonverbal and verbal classification abilities on reading comprehension. Subjects, 104 fourth grade students, were tested on three measures of classification skill (a shifting of criteria task, a free sorting task, and a three-level hierarchical classification task) and on a measure of recall of relevant story aspects. Student IQ scores were also gathered from school records. Intercorrelations among IQ, recall, nonverbal, and verbal classification were computed and the data were submitted to multiple regression analysis with recall as the dependent variable and nonverbal and verbal classification as the independent variables. Results showed that the effect of nonverbal and verbal classification ability on reading comprehension as measured by recall was too small to be statistically significant when IQ was controlled. Although nonverbal classification explained more of the variance of recall than did verbal classification, this difference was probably due to an overlap in the amount of variance explained by both IQ and verbal classification. (FL)

ED 237 995 CS 207 988

McCann, Thomas M.
Generic English: Teaching English in an Alternative High School.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attendance; Educational Objectives; English Curriculum; *English Instruction; *Nontraditional Education; Program Content; Reading Instruction; Reading Material Selection; Secondary Education; *Student Motivation; *Student Needs; Student Problems; Teaching Methods; *Writing Instruction

The School Program Addressing Non-attendance (SPAN) is an alternative program in Morton, Illinois, East High School addressing the needs of students removed from their regular classes for excessive absenteeism. Materials and activities used in the SPAN English program are both highly motivating and general enough to benefit students when they reenter the freshman or sophomore English sequence. To avoid repetition, literature is selected from works seldom read in the regular classroom. As there is little time to explore topics in depth, SPAN English emphasizes grammar, helps students identify and imitate five basic sentence patterns, and develops a basic vocabulary for discussing sentence construction. The program also requires that students write four or five multiple paragraph compositions during the 10-week term using the modes of persuasion, definition, or process. Reading activities involve developing strategies for reading textbooks and literature. In general, the program's important features are (1) limiting educational objectives to a manageable number, (2) stating the objectives clearly in language students can understand, (3) maintaining consistency with the regular English program, (4) coordinating reading and writing activities, and (5) providing students with frequent and positive feedback. (HOD)

ED 238 010 CS 208 048

McLeod, Alan M., Ed.
Computers in Language Arts.
Virginia Association of Teachers of English.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Censorship; *Computer Assisted Instruction; Computer Programs; Content Area Writing; Educational Research; Elementary Secondary Education; English Curriculum; *English Instruction; *Language Arts; *Microcomputers; Motivation Techniques; Teaching Methods; Word Processing; *Writing Instruction

Examining the impact of computers in language arts instruction, this journal issue focuses on the practical classroom use of computers. The essays discuss the following topics: (1) using the personal computer to organize the language arts curriculum; (2) computers in a writing project; (3) the potential of microcomputers for English classrooms; (4) word processors in the composition classroom; (5) the effect of word processors on reluctant or poor writers; (6) software for English instruction; (7) finding and evaluating language arts software; (8) research supporting the use of computers in language arts; (9) teaching ideas for writing to learn; and (10) materials for a unit on censorship. (HTH)

ED 238 026 CS 208 103

Knoblauch, C. H.; Brannon, Lil
Rhetorical Traditions and the Teaching of Writing.
REPORT NO.- ISBN-0-86709-105-3
PUB DATE- 84
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($9.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Discourse Analysis; Higher Education; *Intellectual History; Learning Theories; *Rhetoric; Student Teacher Relationship; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Theory Practice Relationship

Following an introduction by James Britton, this book discusses the attitudes and values giving rise to effective writing instruction. The seven chapters examine the following topics: (1) achieving a philosophical perspective on composing through awareness of how writers actually work; (2) assumptions underlying classical rhetoric; (3) writing as both the means of learning and the form given to knowledge; (4) modern rhetoric as a starting point in thinking about discourse; (5) applying modern rhetorical theory to the classroom; (6) providing a facilitative response rather than directive commentary on student essays; and (7) the nature of writing improvement and writing evaluation in a workshop setting. (MM)

ED 237 668 CE 037 589

Healy, Patrick, Ed.

Towards an Authentic Development: The Role of Adult Education. Report on the International Council for Adult Education Conference (Paris, France, October 1982).

International Council for Adult Education, Toronto (Ontario).

REPORT NO.- ISBN-0-919971-01-6

PUB DATE- Oct 82

AVAILABLE FROM- International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada, M5R 1B2 ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTIONS- Adult Basic Education; *Adult Education, Adult Literacy; *Adult Programs; Economic Development; Educational History; *Educational Philosophy; *Educational Policy; *Educational Trends; *Futures (of Society); Literacy Education; Nonformal Education; Policy Formation; Postsecondary Education; Rural Education; Womens Education; Workshops

IDENTIFIERS- International Council for Adult Education

This report of the Paris conference of the International Council for Adult Education (ICAE) consists of edited versions of all the written reports of the various sessions of the conference, together with a general introduction and other supporting material. The eight chapters of the report contain 31 speeches, policy group working reports, workshop reports, opening and closing addresses, a set of recommendations, and a list of participants. As summarized in the papers, the theme and topics of the conference focused on the dynamics of reaffirmation and renewal: renewal of the efforts and commitment to people in most need and not yet served; renewal of adult education as the key to the authentic development of oneself and society; and renewal of adult education as a social movement. Specifically, the conference was called to (1) support and strengthen the renewal of the intellectual and political basis for adult education; (2) prepare adult education, public education, and public opinion for the 1985 UNESCO World Conference on Adult Education; (3) broaden participation of related organizations, individuals, and movements in the issues of adult education; and (4) demonstrate the actual and potential effectiveness of adult education in attacking critical issues that affect the world. Topics covered in the report include education and work, primary health care, women's issues, rural education, literacy education, formal and nonformal education, communication and culture, education in prisons, new technology, migration and immigration problems, the history of adult education, and evaluation and participation in adult education. (Photographs of the conference are included in the document.) (KC)

ED 237 738 CE 037 751

Kline, Paula
My Turn: A Woman's Guide to Returning to School in the New Haven Area.
Learner's Compass, Inc., New Haven, CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.
PUB DATE- 81
AVAILABLE FROM- The Learner's Compass, 965 Quinnipiac Avenue, New Haven, CT 06513 ($3.00); available in English and Spanish.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Career Planning; *Decision Making; *Educational Opportunities; *Females; Guidelines; Nontraditional Students; *Reentry Students

This handbook, designed to help women considering returning to school, explores the educational opportunities available locally and evaluates which programs suit their needs. Part 1 considers concerns in assessing the feasibility of part- or full-time study, including tuition and financial aid, child care, transportation, and preparation to return to school. Part 2 provides information on jobs with good occupational outlooks and directs women toward resources on career counseling and planning. Part 3 presents guidelines about what to look for in an educational program and reviews options in terms of learning settings. The steps in applying to local programs are covered next. Suggestions are made for steps following acceptance. Part 5 covers aspects of school life that often create anxiety for new students: study habits, math anxiety, writing papers, test-taking, and being older than other students. The effect that student status may have on home and family life is then discussed. Parts 6 and 7 explore two factors that help make becoming a student enjoyable and feasible: getting support and getting organized. An appendix contains a checklist for returning students, a resource list for single mothers and displaced homemakers, and a listing of resource organizations. (YLB)

ED 237 752 CE 037 789

Brumm, Loren
Delivering Technical Education in Wisconsin in the Information Age.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Audiovisual Instruction; *Consortia; *Cooperative Programs; *Delivery Systems; Educational Cooperation; Educational Television; Higher Education; *Information Dissemination; Institutional Cooperation; Instructional Innovation; Instructional Materials; Technical Education; Technological Advancement; *Telecourses; Vocational Education
IDENTIFIERS- Wisconsin Vocational Technical Adult Ed Districts

Educational services are now, and will be in the future, delivered via many alternative technologies. In Wisconsin, a variety of video-based alternative delivery systems are being used, such as broadcast television, instructional television fixed service, cable television, interactive computer video, and satellite earth stations. The primary need of the state colleges was to acquire or develop quality video-based courses for use in these systems. To deal with this problem, a telecommunications consortium was established in 1979 through an informal agreement between the 16 Wisconsin Vocational Technical Adult Education (VTAE) districts, the Wisconsin Board of VTAE, and the Wisconsin Foundation for VTAE. Through this structure, the districts have acquired 13 video-based courses on topics such as marketing, electricity, and literacy. The cost of the materials is shared by those who participate in using them and is lowered by sales of the materials to high schools and other markets nationwide. Benefits accrued through the consortium approach include cost savings, the ability of the VTAE districts to begin delivery of courses via alternative systems, a larger market, the beginning of development of a national distributive system for VTAE-produced video-based courses, and a forum for bringing VTAE system staff together to discuss current and future alternative delivery technologies. The consortium is now installing satellite earth stations at each of its major campuses and is considering other ways to meet the educational delivery needs of the future. (KC)

ED 237 825 CG 017 079

Friedman, Robert M.; Quick, Judy
Day Treatment for Adolescents: A Five-Year Status Report.
University of South Florida, Tampa.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Behavior Modification; *Day Programs; *Emotional Disturbances; Family Involvement; Interdisciplinary

Approach; Models; Problem Children; Problem Solving; *Program Effectiveness; *Psychoeducational Methods; Psychological Services; Secondary Education
IDENTIFIERS- Client Characteristics; Parent Child Separation

This paper describes the participants, treatment features and outcomes of a day treatment program for adolescents with emotional and behavioral problems, who had been formally adjudicated "dependent." Characteristics of the 133 adolescents served over a 5-year period are presented along with a chart of referral sources for each year of the program. The multi-dimensional treatment model, emphasizing a supportive, caring environment, is described including behavior management, education, family services, counseling, and conflict resolution. Results of the program are presented for graduates, non-completers with high attendance (more than 50 days), and non-completers with low attendance (less than 50 days). Implications drawn from the results are discussed in a concluding section. (MCF)

ED 237 855 CG 017 109

Stolz, Stephanie B.
Steps toward a Technology for the Diffusion of Innovations.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavioral Sciences; *Diffusion (Communication); *Information Dissemination; Information Utilization; Opinion Papers; Predictor Variables; Program Implementation; *Research Utilization; *Social Problems; *Technology Transfer
IDENTIFIERS- Applied Behavior Analysis

Research-based technologies for solving problems currently exist but are not being widely implemented. Although user variables, program effectiveness, and political considerations have been documented as correlates of implementation, general non-implementation of the technology still exists, due to a lack of methods. A technology of dissemination needs to be developed to acquaint practitioners, decision makers, and the general public with existing programs. A technology of knowledge diffusion and utilization is needed for research-based innovation, psychological technology, educational technology, consultant advice, and professional advice. With an effective technology of knowledge diffusion and utilization, society would have tools to enable it to improve itself in a systematic fashion. (Author/BL)

ED 237 871 CG 017 126

Kehayan, V. Alexander
Peer Intervention Network: A Program for Underachievers.
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Failure; *Adolescents; Delinquency; *Group Counseling; *Intervention; Motivation; *Peer Influence; Prevention; Program Descriptions; Secondary Education; Self Concept; Social

Support Groups; Student Attitudes; *Underachievement
IDENTIFIERS- Peer Intervention Network

Peer Intervention Network (PIN) began in New Jersey in 1980, as a group process intervention for improving the school performance of 7th and 8th grade students with motivational and attitudinal problems which interfered with their learning. Traditionally, these students tend to develop a "delinquent" profile and frequently became classified for special education programs in high school. Through the PIN program, low achieving students are referred and evaluated for the peer counseling and support program. Once accepted, teacher and parental approval and cooperation are obtained. Group participation is mandatory. Sessions meet once or twice a week, with emergency times set aside in the morning and evening for additional meetings. Internal resources (peer "experts" in various academic subjects, peer "shadows," and peer "consultants") and external resources (teachers, counselors, and parents) are identified for each member. Meetings, based on gestalt therapy principles of "here and now" focus on progress reports, identification of roadblocks, and scheduling times for "shadow" meetings. Results of the 3-year study found that group development progressed from resistance to polarity to unity. Grade point averages improved from 1.0 to 2.0 and 80 percent of the PIN members were promoted. Further, PIN students were more active in peer support programs and human relations projects in their high school years. (BL)

ED 237 886 CG 017 141

Council, James R.; Kirsch, Irving

"Absorption": Personality Correlate or Expectancy-Mediated Artifact?

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Expectation; Higher Education; *Hypnosis; *Imagination; Personality Traits; Predictive Validity
IDENTIFIERS- *Absorption (Psychology); *Absorption Scale (Tellegen and Atkinson)

Scales assessing absorption, or a predisposition to become highly involved in sensory and imaginative experiences in non-hypnotic contexts, have predicted hypnotic responsivity as well. To examine the effects of expectancy on hypnotic responding by measuring expectancies at different points in the hypnotic experience, and to test for possible reactive effects of Tellegen and Atkinson's (1974) Absorption Scale, the scale was administered to 64 college students during the course of a hypnosis experiment and to an additional 64 students in a context unrelated to hypnosis. Results showed that absorption was correlated with hypnotic responsivity and with expected hypnotic responses only when the scale was administered in the context of a hypnosis experiment. Results indicated that completing the Absorption Scale in a hypnotic context affects hypnotic responsiveness by altering subjects' expectancies. Hypnotic response expectancies bore a highly significant relationship to actual responding on all dependent variables. Path analysis supported the hypothesis that hypnotic inductions alter expectancies for responding to hypnotic suggestions, and that these altered expectancies are major determinants of subsequent hypnotic behavior. (Author/JAC)

ED 237 948 CS 007 434

Reading and Study Skills and Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Cloze Procedure; Cognitive Processes; *Doctoral Dissertations; Educational History; Elementary Education; Grouping (Instructional Purposes); Learning Strategies; Oral Reading; Parent Participation; Preschool Education; Reading Achievement; Reading Comprehension; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Skills; Reading Tests; *Study Skills; Teaching Methods
IDENTIFIERS- Direct Instruction

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) predicting kindergarten children's success with specific reading methods using group readiness tests; (2) the types of discourse included in basal reading programs and standardized reading tests; (3) the effects of direct teacher instruction on selected anaphora processing skills of fourth grade readers; (4) the impact of the Exemplary Center for Reading Instruction (ECRI) method on reading achievement; (6) parents' performance, knowledge, and opinion when reading to children; (7) story comprehension as a result of story telling and dramatization; (8) the influence of multigrade grouping on elementary school student achievement in reading and mathematics; (9) the effects of a cloze training procedure upon third grade students' reading comprehension; and (10) functional M-space and dual processing in beginning reading. (MM)

ED 237 979 CS 207 673

Vasquez, Francisco; Eveslage, Thomas
Newspapers' Letters to the Editor as Reflections of Social Structure.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Attitudes; *Community Characteristics; Community Problems; Community Size; Conflict; *Media Research; *Newspapers; *Press Opinion
IDENTIFIERS- Editorial Policy; *Letters to the Editor; *Media Role

A study examined the different approaches that daily newspaper and weekly newspaper editors take toward letters to the editor. It was believed that (1) editors of weekly newspapers would regard as more important letters referring to the community positively, while (2) editors of daily newspapers would regard as more important letters dealing with controversial issues and conflict. Surveys were completed by 55 weekly and 45 daily newspaper editors in a large eastern state. Circulation figures for those papers ranged from fewer than 5,000 to more than 100,000, representing a variety of community sizes. The results supported the hypotheses. The proportion of weekly and daily editors regarding as important or unimportant letters reflecting conflict presented an almost perfect inverse relationship. These results lend support to the notion that newspapers are reflections of the social structures in which they operate. The tendency of daily newspapers--usually published in larger heterogeneous communities--to report more conflict, and the inclination of weekly newspapers--usually published in smaller homogeneous communities--to suppress it, illustrate the importance of the social environments in which these newspapers operate. These differences reflect the prevalence of the conflict model and the consensus tradition in structurally different communities. (HTH)

ED 238 043 CS 504 457

Warfel, Katherine Ann
Gender Schemas and Perceptions of Speech Style.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; College Students; *Communication Research; Females; Higher Education; *Interpersonal Communication; Interpersonal Competence; Males; *Sex Bias; Sex Role; Sex Stereotypes; Social Cognition; Speech Communication; *Student Attitudes; Theories
IDENTIFIERS- *Communicator Style; Femininity; *Gender Schema Theory; Masculinity

A study examined S.L. Bem's Gender Schema Theory as it relates to communicator style. It was hypothesized that (1) speakers using a "powerless" speech style would be perceived less positively than would "powerful" speakers, and (2) sex-typed subjects, that is, those who adhere to a traditional sex role schema, would perceive both powerful and powerless speech in women more negatively than would nonsex-typed subjects. Subjects, 193 college students, were presented with transcribed interpersonal exchanges in which one speaker's communication style was manipulated to appear powerful or powerless, and subjects' impressions of the speakers were recorded on a number of interpersonal attribution items. Subjects then completed the Bem Sex-Role Inventory. The results failed to substantiate many of the predicted differences between sex-typed and nonsex-typed persons' perceptions of speakers' power. Speakers using powerless language features were perceived to be less dominant than powerful speakers. Sex-typed subjects associated powerful speech with masculinity and powerless speech with femininity, while nonsex-typed subjects did not, but no evidence was found to support the second hypothesis, specifically that powerful speech in women would be viewed more negatively by sex-typed individuals than by nonsex-typed subjects. (HTH)

ED 237 640 CE 037 106

Looking towards the Future in the Health Occupations. Recommendations of the Statewide Health Occupations Education Review Committee.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Sep 82

GRANT- VEA-53-82-1640
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; *Curriculum Development; Curriculum Evaluation; *Job Skills; Program Design; *Program Development; Program Evaluation

Results are provided from a review of the Health Occupations Education curriculum in New York State to ensure that the skills and attitudes taught in those programs continue to adhere to the emerging demands of the health industry. Introductory materials include summaries of the recommendations and the major background variables influencing the review committee. Changes in the allied health field that have considerable implications for health occupations education are discussed. The majority of the document includes recommendations for improving health occupations education. Among those recommendations are the following: (1) a revised program structure should be developed composed of two large units: direct-patient care occupations and laboratory and support service occupations; (2) curriculum development should strike a middle course between competency-based and content-based organization; (4) the curriculum should be organized to serve a number of different populations; (5) supervised clinical experience should be required; (6) students should be required to attain mastery of all essentials for safe practice in each program; (7) close articulation with guidance services should be maintained; (8) continued contact with employers and special interest groups was recommended. (YLB)

ED 237 654 CE 037 521

Jarvis, P.
Interdependence or Independence: the Aims and Functions of Adult Education.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; *Educational Objectives; *Educational Philosophy; Educational Sociology; Educational Theories; *School Role; Social Theories; Sociology
IDENTIFIERS- *Independent Behavior; *Interdependence

Sociologically, the implications of the concept of interdependence are contrary to the explicit aims of education. Interdependence implies that if changes are brought about in one social institution, then the functional interdependence of society may be destroyed. Education is seen as a means to reinforce the status quo. The aims of adult education are seen in terms of individual development and maturation, with little or no reference to the relationship of the individual with the social institutions that make up society itself. If adult education fulfills the functions of pattern maintenance demanded by the interdependence of social institutions to maintain social cohesion, then it imposes constraints upon the individual contrary to the aims of adult education. If its aim is individual fulfillment, then adult education must recognize either that society is socially constructed or that it has neglected the significance of the social constraints. However, if the aims of adult education are to perpetuate and recreate the patterns of existing society, then significant questions need to be posed about the concept of man implicit in its practice. (YLB)

ED 237 711 CE 037 713

Odom, H. Clyde; Myer, Donna Foster

Chemistry for the Life Sciences. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented

Family Home Health Training Program.

Baptist Coll. at Charleston, SC.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 83

CONTRACT- 300-81-0436

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; *Biological Sciences; Chemical Bonding; Chemical Reactions; *Chemistry; Classroom Techniques; Core Curriculum; *Family Health; Guidelines; Health Education; Health Personnel; Higher Education; Home Health Aides; *Home Programs; Hygiene; Instructional Materials; Laboratory Experiments; Learning Activities; Organic Chemistry; Paraprofessional Personnel; Program Implementation; Radiation; Radiation Biology; Resource Units; Rural Areas; *Rural Education; Structural Analysis (Science); Teaching Methods

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching chemistry for the life sciences. Covered in the first section of the volume are the role of chemistry in rural health promotional training, general objectives and recommendations for the instructor, laboratory recommendations, and references and suggested course tests. A series of unit overviews dealing with the following topics are presented: matter and measurement; the composition of matter; chemical bonding; compounds and chemical change; gases and respiration; water; solutions; acids, bases, and salts; nuclear chemistry and radiation; organic chemistry; hydrocarbons; oxygen derivatives of hydrocarbons; fats; carbohydrates; and proteins. Also included are a series of laboratory experiments dealing with dentistry and metric measure, chemical reactions and factors that affect their rate, the Charles Law, hydrates, principles of acid and base neutralization, radioactivity, reactions of alcohol, aspirin and oil of wintergreen, determination of Vitamin C, and powdered milk versus whole milk. A discussion of methods and materials for use in student evaluation and a description of other materials in the Family Home Health Training Program series conclude the guide. (MN)

ED 237 779 CE 037 858

Thomas, Audrey M.
Adult Illiteracy in Canada--A Challenge. Occasional Paper No. 42.
Canadian Commission for UNESCO, Ottawa, (Ontario).
PUB DATE- 83
AVAILABLE FROM- Canadian Commission for Unesco, 255 Albert Street,
P.O. Box 1047, Ottawa, Ontario, Canada K1P 5V8.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; *Adult Literacy; *Adult Programs; Developed Nations; Federal Government; Foreign Countries; *Government Role; *Illiteracy; Program Descriptions; State Action
IDENTIFIERS- *Canada

This description and discussion of literacy activities and issues in Canada begins with an attempt to draw together various aspects of the historical developments on literacy and current definitions and attempts at measurement. Literacy's link with adult basic education is also studied. Elements of the global situation are highlighted, and some developments in the industrialized world are examined more closely, using Great Britain, Australia, and the United States especially as case study examples. The balance of the paper is devoted to the Canadian situation. It begins by giving the census data on educational attainment, proceeds with a description of various responses to the adult literacy issue by the federal and provincial governments as well as by a variety of other organizations, and finally raises some questions on the issues at stake. These include jurisdictional questions, policies and funding, special populations, motivation and access, methods and materials, training and professional activities, research, and supportive services. A fairly comprehensive bibliography with emphasis on Canadian sources and a directory of Canadian organizations and contact persons are provided. (YLB)

ED 237 795 CE 800 049

Marshall, Bonnie
Career Resource Center. Overview: ERIC Fact Sheet No. 7.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Career Education; *Career Guidance; Evaluation Criteria; Facility Guidelines; Guidelines; Instructional Materials; Postsecondary Education; *Program Development; *Resource Centers; Resource Materials; Resource Staff; Secondary Education
IDENTIFIERS- *Career Centers; *Career Resource Centers; ERIC; Fact Sheets; PF Project

An overview of Career Resource Centers (CRCs) is presented. CRCs are described as places where students can go to find career information, find a summer job, or take a vocational interest inventory; where teachers can go to find career education materials or to arrange a field trip; or where guidance counselors can go to hold group sessions, simulate job interviews, or conduct individual vocational counseling. Topics covered in this fact sheet include: (1) the purposes of CRCs; (2) initial planning steps; (3) staffing needs; (4) facility design and placement considerations; (5) instructional media requirements accompanied by a list of 12 directories of free and inexpensive materials; and (6) questions to consider in nine categories when formulating an evaluation plan. A bibliography of two references and eight additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

ED 237 901 CG 017 156

Mulvey, Edward P.

Two Dimensions of the Construct of Institutionalization.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 83
GRANT- NIMH-MH-15201-04
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Programs; Correctional Institutions; *Delinquent Rehabilitation; *Institutional Environment; Institutionalized Persons; *Organizational Climate; *Participative Decision Making; Program Attitudes; *Program Design; Program Implementation; *Residential Institutions
IDENTIFIERS- Deinstitutionalization (of Delinquents)

While an increased awareness of the dehumanizing and organizationally self-defeating qualities of residential institutions has fostered a movement toward community-based care, little research has been done to measure the "institutionality" of the alternate settings. As a part of a larger study aimed at describing alternative settings for juveniles, two dimensions of institutionalization, i.e., perceived organizational control and institutional program design, were examined in 30 settings in six different states. Perceptions of organizational control were collected from 134 members (72 percent line staff, 28 percent supervisory personnel) across all sites, using a matrix charting the level of influence in treatment decision making for all staff members. Four clusters of sites differing on perceived control were identified ranging from an administrative hierarchy (N=6), to a middle-level control model (N=3), to a resident/supervisor model (N=9). Sites were also clustered according to 19 items representing variables related to program rules. A cross-tabulation of each site's membership in the two clustering solutions (the organizational control measure and the program variables) showed that case frequencies were distributed nearly randomly; congruence between the cluster solutions appeared nearly nonexistent. That the two measures were unrelated may reflect measurement inadequacy, or may mean that the two constructs are only marginally related to each other. (MCF)

ED 238 011 CS 208 049

Monagle, E. Brette
Teaching the Resume: A Method.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Education Work Relationship; Higher Education; Job Applicants; Job Search Methods; Job Skills; Persuasive Discourse; *Teaching Methods; Technical Writing; *Writing Instruction
IDENTIFIERS- Audience Awareness; Persona; *Resumes; Theory Practice Relationship

To create successful job resumes, students must consider carefully the rhetorical elements of audience, persona, meaning, and text. Students can begin tailoring the resume to their own needs by completing a worksheet listing work experience, educational history and other relevant details. Using the worksheet helps students focus on the audience, consider the image they wish to project, and determine for which professional level their work and educational backgrounds are best suited. After listing essential information, students can both describe career objectives, certification, education, and work experience and create an applicant persona by listing such information as honors and awards, professional organizations, and interests and hobbies. After listing personal data such as a statement of health, willingness to relocate, marital status, and any special skills that might be valuable to a prospective company, students should conclude with at least three work or education related references. They can avoid inappropriate meaning by keeping career objectives reasonable, avoiding nicknames, and listing all possible phone numbers at which they can be reached. Finally, students should consider the overall appearance of the resume on the page, the use of margins and white space, and the effects of boldface, italic type, and underlining. (The resume worksheet and a sample resume are included.) (HTH)

ED 237 683 CE 037 618

Mohamed, Dominic A.
Identification and Verification of the Competencies Deemed Unique and Essential for Beginning Vocational Administrators in Florida. Final Report.
Florida International Univ., Miami. Div. of Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Jun 83
AVAILABLE FROM- Division of EPHRD, Florida International University School of Education, Miami, FL 33199 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Administrator Education; *Administrator Qualifications; Administrator Role; Administrators; Articulation (Education); Competence; Curriculum Development; *Educational Administration; Educational Finance; *Educational Needs; *Entry Workers; Job Analysis; Job Performance; *Job Skills; Needs Assessment; Occupational Information; Postsecondary Education; Questionnaires; Secondary Education; Staff Development; State Programs; State Surveys; *Vocational Directors
IDENTIFIERS- *Florida

A study was conducted to identify and verify the competencies that are considered necessary for beginning vocational administrators in Florida. During the study, an 83-item survey questionnaire that covered 15 broad competency statement areas was administered to a sample of 137 individuals. Included in the study sample were all of Florida's 67 currently employed county directors of vocational education programs, 28 community and junior college occupational deans, and 31 area center directors. Also surveyed were 8 randomly selected vocational education teachers and 3 randomly selected comprehensive high school principals. The respondents rated as essential one or more competencies in each of the following task areas: vocational needs assessment; vocational education planning; vocational curriculum design and implementation; vocational curriculum evaluation and improvement; vocational program articulation; vocational instructional management; vocational student recruitment, retention, placement, and followup; vocational staff management and development; vocational legislative, labor, and professional relations; establishment and utilization of vocational education advisory committees; school, community, labor, and management relations; vocational education facilities planning and management; safety management; and vocational program fiscal management. The only competency area that did not include any competencies perceived to be essential by the survey respondents was that of vocational equipment management. (Included in this report are the survey questionnaire and 17 histograms detailing how each performance indicator was rated.) (MN)

ED 237 697 CE 037 658

Sullivan, Karen Collamore; And Others
Non-Formal Education and Agriculture: A Selected Annotated Bibliography. Annotated Bibliography #10.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Agricultural Education; *Agriculture; Annotated Bibliographies; Developing Nations; *Development; Economic Development; *Hunger; *Nonformal Education; *World Problems

Intended for those actively engaged in nonformal education for development, this annotated bibliography contains approximately 300 references to documents that highlight issues concerning food production, distribution, and consumption. It also demonstrates education's role in enhancing developmental efforts to alleviate world hunger. Materials are divided into four sections: issues in agriculture (documents that address the issues involved in the world food crisis), learning about agriculture (materials that focus on the integration of education in agriculture), research and projects in agriculture (references on specific agricultural development projects, organization reports, policy guidelines, methodological issues, overviews of current regional and country-based projects, crop specific research), and agriculture and its natural environment (materials on forestry, soil, water, and wildlife that reflect the interdependency between food production and environmental stability). Each reference is in this format: author or agency, title, publication date, publisher or source organization, annotation, and number of pages. Three additional sections contain annotated references to newsletters and periodicals, a listing of organizations and their addresses, and references (no annotation) to 11 recent acquisitions. (YLB)

ED 237 766 CE 037 809

Morrison, Malcolm H.
Final Report to Congress on Age Discrimination in Employment Act Studies.
Employment Standards Administration (DOL), Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Age Discrimination; Aging (Individuals); *Equal Opportunities (Jobs); *Federal Legislation; Middle Aged Adults; *Older Adults; *Retirement
IDENTIFIERS- Age Discrimination in Employment Act 1967; Age Discrimination in Employment Act Amend 1978

The Age Discrimination in Employment Act of 1967 (ADEA) prohibits discrimination against persons aged 40 to 65; the ADEA Amendments of 1978 restrict mandatory retirement. Age 65 has been widely regarded as a customary age for retirement, given widespread eligibility for retirement benefits at that age. Substantial numbers of older workers leave the labor force. As more people continue to enjoy good health and are able to remain active through their 60s and beyond, the concept of what constitutes old age is shifting. Factors that affect the retirement decision include retirement benefits, age discrimination, mandatory retirement, and health. Findings of a study of mandatory retirement policies show that employees continued to retire at relatively early ages; competition between older workers and youth, minorities, and women was minimal; and elimination of mandatory retirement will induce older workers to remain in the labor force. The 1978 ADEA Amendments permits mandatory retirement of executives and tenured faculty members at institutions of higher education between ages 65 and 69. The provision for the second group has since expired. (Recommendations are made for elimination of the mandatory retirement age, increased information dissemination, and encouragement of implementation of nondiscriminatory older worker employment policies.) (YLB)

ED 237 810 CE 800 064

Imel, Susan

Quality Circles: Implications for Training. Overview: ERIC Fact Sheet No. 24.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Employee Responsibility; Employer Employee Relationship; *Organizational Development; Organizational Theories; *Program Design; Program Implementation; Resource Materials; Social Theories; *Training; Training Objectives
IDENTIFIERS- ERIC; Fact Sheets; PF Project; *Quality Circles

Quality circles are part of the movement to provide workers with increased autonomy, responsibility, and authority. Key elements of quality circles are the characteristics of their members, volunteer participation, regular meetings, training, problem identification, and solution implementation. The theoretical bases of quality circles include: McGregor's Theory Y (1960), a management style that incorporates employees into the management process; factors identified by Herzberg (1966) that enhance or detract from job satisfaction; and Maslow's hierarchy of human needs (1954). Five steps are essential to successful implementation: (1) understanding and commitment of top management; (2) active involvement of middle managers; (3) intensive training for all participants; (4) preparation of the organization for implementation; and (5) establishment of rules and procedures. Training is the key element. The four levels of people who need to receive training are management, facilitators, team leaders, and circle members. Training developers need to take into account several organizational and process considerations. The outcomes of quality circles include improved quality and productivity, a better-functioning organization, and role changes. This fact sheet includes a bibliography of resources, one of which is available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 840 CG 017 094

Stiles, Rebecca Jo
The Identification of Students Who Would Benefit from Retention.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Achievement; *Academic Failure; Annotated Bibliographies; Decision Making; *Grade Repetition; Literature Reviews; Opinion Papers; Parent Child Relationship; *Parent School Relationship; *School Policy; Social Development; Student Development; Student Placement; Student Promotion

In order to identify factors which indicate a student would benefit educationally from retention, and to provide information and recommendations to educators, parents, and others involved in the decision to retain a child, this paper addresses the issue of retention in four major areas: the historical basis of retention, negative and positive effects of retention, and decision making models and plans for retention. The introduction presents an exploration of the retention issue, a discussion of the organization and limitations of the review, and a glossary of relevant terms. An annotated bibliography is presented for each of the four areas considered; annotations in the first area are arranged chronologically and annotations in the remaining sections are alphabetical. A summary of the material reviewed and conclusions and recommendations based on the review are presented in the final section. A bibliography is also included. (MCF)

ED 237 856 CG 017 111

Miller, Rowland S.
Attraction under Aversive Conditions: Misattributions or Fear-Reduction?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; *Arousal Patterns; Attribution Theory; Colle
Students; Emotional Response; Expectation; *Fear; Higher Education
*Interpersonal Attraction; Males
IDENTIFIERS- *Aversive Stimuli

Interpersonal attraction appears to increase under aversive conditions. Two distinct theories suggest that attraction results from either misattribution or fear reduction. To investigate the effects of misattribution and fear reduction on attraction, 36 male college students were ostensibly exposed to an electromagnetic fiel while an attractive female confederate recorded their cardiovascula data. Prior to the exposure, subjects were briefed on the apparent threat of the situation (low or high fear) and on the arousal they could expect from the field (low or high arousal). After ostensible exposure to the field, subjects completed a questionnaire assessing their liking for the confederate. An analysis of the results showed that fear had no effect on attraction, while expected arousal from the electromagnetic field did correlate with attraction, supporting the misattribution theory. (BL).

ED 237 917 CG 017 174

Brown, Jonathon
Effort versus Ability: Preferences and Affective Reactions in Achievement Settings.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Ability; *Achievement; College Students; *Emotional Response; Failure; Higher Education; Persistence; Predictor Variables; Psychological Patterns; *Self Concept; Success
IDENTIFIERS- *Effort

Psychological researchers continue to debate the relative contribution of ability and effort to feelings of self-worth. To investigate student preferences for ability or effort and their relationship to self-worth, and to assess the relative contribution of ability and effort to affective experience, two separate studies were undertaken. In the first study, 148 college students were asked if they preferred to succeed or fail with high ability-low effort, or with low ability-high effort, in both school and work. In the second study, 64 college students rated the relative contribution of ability and effort to their midterm examination performance and subsequently rated the extent to which they felt pride (given success) and shame (given failure). An analysis of the results showed that both ability and effort contributed to feelings of self-worth, with high ability preferred over high effort when ability was still of instrumental value. Effort was linked with pride, guilt, and happiness, while failure ascribed to low ability was associated with feelings of shame. Future research should examine a general model which includes ability and effort, task importance, perceived task difficulty, and expectancy as determinants of self-worth and emotion. (BL)

ED 237 933 CS 007 416

Bates, Eleanor A.
ENable Disabled Readers: Create MINi-Books from Greeting Cards.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Classroom Techniques; Grade 6; Intermediate Grades; Language Arts; Oral Reading; *Reading Difficulties; *Reading Improvement; Remedial Reading; Self Esteem; Skill Development; *Student Developed Materials; *Student Motivation; Teaching Methods; Writing (Composition); *Writing Exercises
IDENTIFIERS- *Reading Writing Relationship

To prevent children with reading difficulties from thinking of themselves as failures, academic experiences must include projects that will motivate them to be responsible learners, enhance their self-concept, and reinforce all the language arts skills. One class of sixth grade students with reading disabilities made minibooks from greeting cards as one such activity. The children brought greeting cards from home and chose one that sparked a story idea. To develop the idea, they read the verse, wrote down new vocabulary, and studied the picture carefully, discussing anything unusual or different about it. Those still having difficulty beginning their rough drafts used the five "Ws": who, what, why, when, and where. After completing a rough draft, students met in conference with the teacher, where they read their stories aloud, made changes, and expanded details. Students then constructed books with lined paper cut to fit inside the cards and transcribed their corrected drafts. After practicing reading aloud, they read their stories to a class of students with developmental disabilities. With confidence in their writing and oral reading significantly improved, these students were then able to work one-to-one with the developmentally disabled students to create more minibooks, a venture that proved "enabling" for both groups. (A sample minibook is appended.) (HTH)

ED 237 964 CS 007 452

Smith, Lynn C.; Alvermann, Donna E.
Field-Experience Reading Interns Profile the Effective/Ineffective University Supervisor.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Research; Field Experience Programs; Higher Education; Methods Courses; Reading Instruction; Reading Teachers; *Student Attitudes; *Student Teacher Supervisors; *Student Teaching; Supervisor Qualifications; *Teacher Effectiveness; Teacher Evaluation; *Teacher Role; Teaching Methods

A study examined students' perceptions of what it is that distinguishes effective from ineffective university supervision. Subjects were 83 early childhood education majors enrolled in two field-based reading methods courses offering six weeks of university instruction and four weeks of classroom experience. Students responded to questionnaires that elicited their attitudes toward the observation/evaluation process and the strengths and weaknesses of the university supervising teacher. Results showed that, contrary to what some of the literature suggests, the university supervisor is still perceived by students as playing a vital role in the students' professional development. The students' perceptions of what contributed to a supervisor's effectiveness clustered largely in three areas: attitudes, handling of the observation process, and the manner in which feedback was given. Finally, students' concerns did not concentrate on the strengths and weaknesses of a particular supervisor, but tended to generalize to the supervisory process itself. (Copies of the questionnaires, and profiles of the effective and ineffective university supervisors are appended.) (FL)

ED 237 996 CS 207 996

Boone, Beth
Great Teaching Ideas: Writing To Learn.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Content Area Writing; Higher Education; Interdisciplinary Approach; Secondary Education; Secondary School Mathematics; Secondary School Science; Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- PF Project

Several ideas for implementing writing in the content areas are presented. The ideas, which were submitted by teachers and students, include: (1) a class called "Thinking-Writing" which uses freewriting, clustering, and written dialogue with an imaginary tutee; (2) a testimonial on the importance of knowing how to write in adult life; (3) a method for evaluating writing in the content areas; (4) a suggestion for having students write their own mathematics study guides; (5) a mathematics/science journal written and published by students; (6) a "think book" or journal in which students briefly summarize the previous class; and (7) a description of the writing-across-the-curriculum movement in colleges. Also included are definitions of think books, freewriting, and clustering. (DC)

ED 238 027 CS 208 104

Rockas, Leo
Ways in Analyzing and Responding to Literature.
REPORT NO.- ISBN-0-86709-075-8
PUB DATE- 84
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($9.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Critical Reading; Drama; Fiction; Higher Education; High Schools; Learning Theories; *Literary Criticism; Literary Devices; Literary Genres; *Literature Appreciation; Poetry; Rhetorical Criticism
IDENTIFIERS- *Literary Response

Intended as a guide for students of literature, this book introduces literary analysis through discussion of forms, elements, and genres. The first half of the book focuses on theory, with each section preceded by literary passages and interpretative questions. The second half is devoted to practice, and contains three contrasting literary genre pairs, each pair centered on a single theme, with commentary and suggestions for analysis. Chapters cover the following elements: (1) formal analysis, (2) rhetorical analysis, (3) analysis of elements, (4) analyzing fiction, (5) analyzing drama, and (6) analyzing poetry. A glossary of literary terms concludes the book. (HTH)

ED 237 725 CE 037 733

Sprinkle, Debbie L.
Workers without Jobs: A Chartbook on Unemployment. Bulletin 2174.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Jul 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. S/N 029-001-02759-1--$4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Adults; Black Employment; Citations (References); Data Collection; Demography; *Economic Factors; *Employment; *Employment Patterns; Employment Problems; *Employment Statistics; Females; Hispanic Americans; Job Layoff; *Labor Force; Labor Force Nonparticipants; Labor Market; Males; Participant Characteristics; Part Time Employment; *Unemployment; Youth Employment
IDENTIFIERS- Current Population Survey

This chartbook presents information on the extent and nature of unemployment in the United States. The statistics presented are part of a broad array of unemployment and related labor force data available from the Current Population Survey, a sample survey of some 60,000 households conducted monthly by the Bureau of the Census. The 28 charts and graphs in the booklet are organized into two parts. The charts in part 1 focus on the extent and nature of unemployment and the characteristics of jobless workers, while the charts in part 2 illustrate the sensitivity of unemployment and related measures to changing economic conditions. Beside each chart, highlights are presented in narrative form. An appendix to the chartbook explains the methods used to prepare the data and includes definitions of the important concepts used in the booklet. A list of selected references completes the chartbook. (KC)

ED 237 739 CE 037 753

Balka, Don S.
Mathematics Manipulatives in a Pre-Vocational Program: Teacher Inservice and Classroom Research.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; *Computation; Educational Research; High Schools; *Inservice Teacher Education; *Manipulative Materials; *Mathematics Achievement; Mathematics Instruction; *Mild Mental Retardation; *Prevocational Education; Secondary Education; Special Education Teachers; Teaching Methods

Four high school special education teachers in the Vocational Education Program in the South Bend Community School Corporation participated in a mathematics program. They then conducted classroom research related to their inservice activities with their mildly handicapped students. Teachers used manipulative materials in their inservice sessions and indicated positive attitudes toward their use with low achievers. Each teacher selected a minimum of 10 students for participation in the study; the entire class participated in the activities. Focus of the study was student achievement on computation with whole numbers. Each teacher determined the format for use of manipulatives, such as Try-A-Tile Cards, math match card games, pathway activities, calculators, and dice games. Increases in achievement on computations were obtained on all subtests and composites with one exception. Results lent support to the notion that use of mathematics manipulatives with slow learners can improve computation skills. In addition, classroom activities created a high level of interest in mathematics among many students. (YLB)

ED 237 753 CE 037 790

Lund, Leonard; Weber, Nathan
Summer Youth Employment: The Corporate Experience. Research Bulletin Number 141.
Conference Board, Inc., New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- The Conference Board, Inc., 845 Third Avenue, New York, NY 10022 ($25.00; $5.00 to educators and members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Business Responsibility; Community Programs; *Disadvantaged Youth; *Employment Programs; Job Development; Job Placement; Part Time Employment; Private Agencies; *Program Effectiveness; *Summer Programs; Young Adults; *Youth Employment
IDENTIFIERS- *Private Sector

During the summer of 1982, summer jobs programs organized and operated by the private sector were underway in numerous cities, often in addition to or in cooperation with the government-funded Comprehensive Employment and Training Act (CETA) projects. Of the 176 companies that responded to a Conference Board survey of 480 of the largest corporations in cities with populations of more than 250,000, 70 percent indicated that they participated in summer jobs programs in 1982. Most of the firms took part in programs for disadvantaged youth as part of community summer jobs programs, where the major portion of growth in business involvement in offering summer jobs has come. Most of the summer jobs were routine, low-skill clerical or maintenance positions, providing little if any training. The motives cited by the survey respondents as most important lean heavily toward social obligation, such as "an interest in advancing opportunities for youth," "an act of social responsibility," or "a means of practicing community involvement." Other reasons cited included "good public relations for the company," and "need for additional employees in the summer." Although one of the least pervasive motivations was "peer pressure from other business leaders," this reason seems to be one of the key elements in putting together a successful community-based summer jobs program. The summer jobs experience was deemed to be relatively successful by most companies, and 66 percent say that they will participate again. The overall number of jobs created and youth placed, however, was small compared to the need. Greater efforts, including year-round jobs programs sponsored by the private sector, are needed. (This report includes specifics of the summer jobs programs of 14 cities.) (KC)

ED 237 826 CG 017 080

Bechofer, Robert A.
Judaism and Counseling: Perspectives and Comparisons.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Counseling; *Counseling Theories; Counselor Characteristics; Counselor Qualifications; *Counselor Role; Intervention; *Judaism; Opinion Papers; Personality Development; Personality Theories; Psychotherapy; *Religious Factors

Judaism provides for human mental health as well as modern psychology since all elements of counseling philosophy and techniques are inherent in classic Jewish institutions and practices. As opposed to a behaviorist theory of determinism, the Judaic theory of personality and development believes man is endowed with free will but only at the point where consciously decided behavior meets with social learning behavior. This boundary point is always in flux and is the source of a lifelong process of self regulated therapy and education. Judaism posits that man must restore the world to its original order by transgressing negative character traits such as anger, jealousy, and sarcasm. As opposed to psychotherapy, the individual in Judaistic theory is his own counselor with the rabbi serving as resource person and mentor.

Under Judaistic beliefs character traits are strongly defined with extremes at either end being unacceptable. The individual, as counselor, must rely on self analysis and self management to bring the body to equilibrium. Just as in Rogerian theory, Judaism is centered around true friendships in terms of genuineness, unconditional positive regard, and empathy. In Jewish institutions and communities, the counselor must be learned in secular as well as in religious philosophy and laws. Psychotherapy in a Jewish context operates from a religious set of values, with a main thrust of such counseling aimed at distinguishing true religious piety from pathologically caused piety. Therefore, the most comfortable and effective counselor for Jewish clients may be an orthodox therapist. (BL)

ED 237 827 CG 017 081

ED 237 887 CG 017 142

Rosse, Joseph G.
Patterns of Withdrawal Behaviors. Working Paper 83-10.
Minnesota Univ., Minneapolis. Industrial Relations Center.
SPONS. AGENCY- Illinois Univ., Urbana. Dept. of Psychology.; Office of Naval Research, Washington, D.C.
PUB DATE- Apr 83
GRANT- N000-14-75C-0904
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Employee Attitudes; Employee Responsibility; Employees; Employment Patterns; Health; *Job Performance; Job Satisfaction; *Labor Turnover; *Withdrawal (Psychology); *Work Attitudes
IDENTIFIERS- *Absenteeism (Employee); *Tardiness

Studies of employee tardiness, absence, and turnover generally adhere to one of five models: generalized withdrawal, which proposes positive intercorrelations among withdrawal behaviors; independent forms, which hypothesizes non-significant correlations among withdrawal behaviors; progression of withdrawal, which suggests that individuals engage in a hierarchically-ordered sequence of withdrawal; and the alternate forms and compensatory models which both imply substitutability of withdrawal behaviors. In an attempt to test the predictions of these theoretical models, the longitudinal lateness, absence, and turnover of 63 predominantly female (84 percnt) hospital employees was recorded bimonthly by the subjects' supervisors for a 48-week period. Subjects' job satisfaction, attitudes, health and perceptions of ease of mobility were obtained through self-reports and interviews. An analysis of the results, though failing to provide unequivocal support for any of the five models, did verify the interrelatedness of withdrawal behaviors. Single behavior models and general withdrawal models proved to be too simplistic for understanding withdrawal behavior. The progression of withdrawal model was most strongly supported, demonstrating a progression from lateness to absence to turnover. A 2-week lag between behaviors was observed. Little evidence of an ability to substitute behaviors was noted. Following the compensatory model, withdrawal behavior did have a feedback effect on health, but not on subsequent job satisfaction. (BL)

ED 237 949 CS 007 435

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Doctoral Dissertations; Elementary Secondary Education; Error Analysis (Language); Evaluation Methods; Higher Education; Program Evaluation; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Instruction; Reading Interests; Reading Programs; *Reading Research; *Reading Tests; Remedial Reading; Standardized Tests; Teaching Methods; *Test Construction; Test Wiseness

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) the effects of modality-based instruction in test taking skills upon young children's performance on standardized reading tests; (2) the effects of five different picture placements in printed text on the acquisition and retention of verbal information and concrete concepts; (3) the development of a survey to ascertain the reading preferences of fourth, fifth, and sixth grade students; (4) the development of an instrument for the evaluation of secondary school reading programs derived from a modified Delphi technique; (5) simultaneous and successive processing and reading decoding and comprehension; (6) the cloze procedure as a measure of across-sentence reading comprehension; (7) the effect of pictures on anxiety and text learning; (8) the relationship between specific processing abilities and traditional measures of comprehension skills; (9) the structure of narrative passages and third grade students' scores on selected tests of reading achievement; and (10) passage dependency in three selected informal reading inventories with third and fourth grade students. (FL)

ED 237 980 CS 207 746

Griswold, Bill
Communicative Competence and Commercial Speakers: Applying Habermas in a First Amendment Issue.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); Communication Skills; Court Litigation; *Freedom of Speech; Intellectual History; Journalism; Laws; Media Research; *Politics; *Public Speaking; Social Problems; *Social Science Research
IDENTIFIERS- Critical Theory; *First Amendment; *Habermas (Jurgen); Theory Development

Noting that the work of Jurgen Habermas has had an important influence on philosophy and the social sciences recently, this paper examines the implications of using Habermas's "ideal speech situation" as a criterion for deciding issues relating to the First Amendment. The paper first briefly reviews the distinctive features of critical theory, Habermas's work, and his notion of communicative competence. It then explores a specific issue in First Amendment law--the "commercial speaker" issue first raised in "First National Bank of Boston v. Bellotti"--and offers a detailed review of the case and the historical background and philosophical assumptions on which it was decided. Finally, the paper examines the implications of Habermas's communicative competence theory as it might be applied at a societal level. (FL)

ED 237 641 CE 037 153

Knoll, J. H.
Findings and Trends in Adult Education in a European Perspective.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; Educational Needs; *Educational Philosophy; *Educational Policy; *Educational Trends; *Futures (of Society); General Education; Policy Formation; Postsecondary Education; Vocational Education
IDENTIFIERS- *Europe; *West Germany

Educational circles in Europe have recently proposed that society is moving from a consumer to a postconsumer society and that, with this change, adult education will move from a vocational orientation to a cultural emphasis. However, this hypothesis is not supported by recent events. For example, adult education in Germany has moved from a pre-World War II emphasis on liberal education (education for its own sake) to an emphasis on vocational training coupled with a demand for life skills education (such as parenting education). Language courses are also popular. The Council of Europe has been promoting the more cultural aspects of education in the more advanced countries of Europe. At the same time, however, UNESCO has been concerned with literacy and job training in those countries that are less developed. For the future, adult education is likely to incorporate all of these aspects, instead of focusing dominantly on cultural education. At the same time, however, increased attention will have to be paid to the educational needs created by increased unemployment and the discovery of life cycle processes. (KC)

ED 237 655 CE 037 524

Wolf, Mary Alice
The Older Learner: Education as a Means to One's Past.
PUB DATE- 2 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTIONS- Adult Basic Education; *Adult Education; *Adult Learning; *Adult Students; Cognitive Processes; Lifelong Learning; Memory; *Older Adults; Outcomes of Education; Postsecondary Education; Student Attitudes; *Student Motivation
IDENTIFIERS- *Life Review

A study was conducted to try to determine older adults' motivations for and experiences in the educational system as well as to try to determine how their life histories were being woven into their educational experiences. Based on the work of state theorists such as Buhler and Erikson as well as on the life review concept of Robert Butler, the study focused on a group of older people (60-80) who were taking some form of adult education course. The researcher visited them in their homes on three occasions, each one week apart, and spent one and one-half hours on each visit tape-recording their thoughts. The interviews were somewhat structured. The first focused on the adults' motivations for pursuing education; the second was concerned with the actual experience of classroom learning; and the last interview focused on the integration of the educational experience into the world of the learners. However, the interviewer let the subjects "ramble on" in hopes of evoking life review types of thoughts. The study found that many motivations exist for older learners to take adult education courses, such as social class, thwarted educational dreams, or a wish to go to college. The classroom experiences of the older adults were diverse; many were nostalgic; most were positive. The interviewer found that the life review process functioned as a counterpoint to classroom involvement as a means of restoring pride and self image when the adult education experience was not a good one. The life review also was used by the older people to remember specific scenes so as to cope with difficult times as a source of data for solving life problems. At the same time, many of the participants seemed to be on the verge of taking new directions as they reminisced about the past. Thus, the life review process was used to integrate education into their lives and to move on from the experience. (KC)

ED 237 669   CE 037 590

Vocational Education: Where Are the Minorities and Women?
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; American Indians; Apprenticeships;

Bilingual Education; Career Choice; Educational Legislation; Educational Needs; *Educational Opportunities; Enrollment; Enrollment Trends; *Equal Education; Equal Opportunities (Jobs); Federal Legislation; *Females; *Minority Groups; Needs Assessment; Racial Discrimination; Salary Wage Differentials; Sex Discrimination; Sex Fairness; Sex Stereotypes; *Vocational Education
IDENTIFIERS- *Milwaukee Area Technical College WI

The principal justification for the federal government's long-term and substantial support of vocational education programs is the need to provide opportunities for American workers, particularly those without marketable skills from lower income and minority families, to develop job-related skills. In recent decades, Congress has enacted several laws aimed at eliminating race and sex stereotyping in vocational education institutions. Based on an examination of the enrollment patterns at Milwaukee Area Technical College (MATC), it would appear that MATC perpetuates racial and sex stereotypes historically associated with vocational education in the United States, since females and minority group members studying there are concentrated in educational programs whose graduates earn salaries that are below the average salaries generally earned by MATC graduates. Therefore, MATC officials should reexamine their efforts to eliminate sex and racial stereotypes and to open up opportunities previously denied to students because of their sex or race. Particularly needed are negotiations with state officials and employers to develop an affirmative action plan that would expand opportunities for racial minority group members and women in apprenticeship training programs conducted at the school. Furthermore, MATC officials should develop a system to monitor their progress in eliminating bias in their program and should seek the funds necessary to support their American Indian and bilingual programs. (MN)

ED 237 780 CE 037 859

Herschbach, Dennis R.
Vocational and Technical Training in Less Developed Countries: The Informal Economic Sector.
PUB DATE- 6 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; Apprenticeships; *Developing Nations; Economic Development; *Educational Improvement; *Educational Needs; *Job Training; Nonformal Education; *Nontraditional Education; Technical Assistance; Vocational Education
IDENTIFIERS- *Informal Education

The strategy of expanding the modern industrialized economic sector and the formal education system that developing countries have followed during the past twenty years has recently been questioned. In these countries, the informal economic sector is dominant and includes many more people in small business, crafts, and services. An innovative approach to informal education, education derived on the job without formal training, may be needed for the people involved in this sector. The informal sector is characterized by the smallness of the work unit and consists of workers who can be classified into four groups: entrepreneurs, establishment workers, independent workers, and casual workers. The former two groups are often somewhat educated and can benefit from formal or nonformal education, while the latter groups are often too illiterate or constrained by poverty or lack of time to make use of these educational means. For these groups, a variety of approaches to informal education may help. For instance, since most workers receive training through apprenticeships, improving the skills of the master could result in improving the education and skills of the worker. Another approach is to make technical assistance directly available to the employing establishment, e.g., sending a mobile unit. Other ways of providing training opportunity to workers in the informal sector include Vocational Improvement Centers and day release programs. Although these training approaches do not overcome all the problems associated with training in the informal sector, they are promising practices linked to needs. (KC)

ED 237 796 CE 800 050

Russell, Jill
Career Assistance for Older Adults. Overview: ERIC Fact Sheet No. 8.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Adult Education; *Career Guidance; Demography; Educational Gerontology; Employment Potential; *Employment Programs; National Organizations; *Older Adults; Program Descriptions; Resource Materials; Volunteers
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet presents an overview of the situation facing older adults with respect to employment and education. Demographic statistics presented on persons over 65 include male-female ratio, proportion living in institutions, years of schooling, percentage with incomes below poverty level, and labor force participation. Implications of these facts are drawn related to work, education, and volunteerism for older adults. Examples of employment, education, and volunteer programs established at both the national and local levels are described. Suggestions for helping older adults take advantage of opportunities are accompanied by a list of five national organizations which can provide assistance. A bibliography of two references and three additional resources, some of which are available from the Educational Resources Information Center (ERIC) system, is included. (DC)

ED 237 841 CG 017 095

Esser, Mary M.; Mueller, Charles W.
The Relationship of Sex-Role Orientation, Self-Concept and Self-Control to Female Criminality.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; Crime; *Criminals; *Females; Individual Power; *Personality Traits; Self Concept; *Self Control; Self Esteem; Sex Differences; *Sex Role

Research on the female offender has produced two explanations of the female criminal personality: the female offender either as a masculinated women or as an anguished woman possessing low self-esteem and poor self-control. To investigate the applicability of each position, 144 black male and female criminals and noncriminals completed the Bem Sex Role Inventory, the Tennessee Self Concept Scale, the Rosenbaum Self Control Schedule, a shortened form of the Quick Test, and a demographic questionnaire. Demographically, the group had a mean age of 20.8 years, a mean educational level of 10.3 years, were unemployed or had an income below $5000, and rated 21 on a 11-77 point scale on social status. An analysis of the results showed that contrary to the masculinated woman theory, female criminals were more feminine than male criminals or male and female noncriminals. In partial support of the anguished woman theory, female criminals possessed lower self-esteem and self-control than female noncriminals. (BL)

ED 237 872 CG 017 127

Falbo, Toni; Belk, Sharyn S.
An Instrument to Measure Self-Righteousness.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adults; *Beliefs; *Dogmatism; Opinions; Personality Measures; Personality Traits; Test Construction; *Test Reliability; *Test Validity; Values
IDENTIFIERS- *Self Righteousness; *Self Righteousness Questionnaire; Telephone Surveys

A seven item Likert-type scale was developed to measure self-righteousness, defined as the conviction that one's beliefs and actions are correct, especially in contrast to the beliefs and actions of others. The Self Righteousness Questionnaire (SRQ) measures three components of self-righteousness: belittlement, acceptance, and uncertainty. The instrument is designed for brevity and allows for the adjustment of items according to general or specific beliefs and behaviors. In order to test the validity and reliability of the SRQ, 111 adult runners (73 males, 38 females), aged 17-45, completed the SRQ before a 10 kilometer race. After the race 84 of those runners responded to a more specific version of the SRQ in a telephone interview. Test-retest correlations of the subscales were within the moderate range. Correlations of the items before and after the race showed responses to be remarkably stable. No sex differences were found on responses to any of the subscales. Although additional research is necessary, validity was somewhat supported by the study. Belittlement negatively correlated with loneliness and uncertainty positively correlated with loneliness and anxiety. No associations have been found between acceptance and other relevant constructs. (The SRQ and its specific adaptation for the post-race telephone survey are appended.) (BL)

ED 238 012 CS 208 050

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Academically Gifted; Annotated Bibliographies; Classroom Communication; Cognitive Processes; Content Area Writing; Creative Writing; *Doctoral Dissertations; Educational Trends; Elementary Secondary Education; Higher Education; Prewriting; Revision (Written Composition); Sentence Combining; Teaching Methods; *Technical Writing; Textbook Evaluation; Two Year Colleges; *Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Research

IDENTIFIERS- Theory Practice Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics including the following: (1) the effects of a heuristic prewriting model on eleventh-grade students; (2) a writing-across-the-curriculum program at a small liberal arts university; (3) a two-year college course in technical/occupational writing; (4) characteristics of students' classroom talk surrounding the assignment, production, and evaluation of a writing task; (5) instructional writing suggestions in elementary school language arts textbooks; (6) exploration of cognitive styles among skilled and unskilled writers in a technical writing class; (7) an approach to teaching writing process for basic writing students in community colleges; (8) the influence of peer conference groups and teacher written comments on revision; (9) two approaches to freshman composition in the two year college; (10) anthologies of prose models and composition instruction; (11) the storywriting program; (12) linking writing instruction to subject area learning; (13) a strategy for student detection and correction of specific nonstandard writing errors; (14) the collaborative writing conference; (15) the effects of pupil-teacher planning on student writing attitudes; and (16) the effects of probing on children's imaginative written and oral exposition. (HTH)

ED 238 028 CS 208 108

Pederson, Jacqueline
Microcomputer Authoring Systems.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Educational Technology; Elementary Secondary Education; *English Instruction; Higher Education; Instructional Development; *Microcomputers; *Teacher Developed Materials
IDENTIFIERS- *Authoring Aids (Programing)

An important advance in computer assisted instruction (CAI) is the development of authoring systems that allow teachers to write software without the need for direct use of a higher level language. The primary advantage of authoring systems is that they provide teachers with the means to write CAI in plain English rather than using a computer language. Putting lesson contents completely under teacher control, these systems let teachers emphasize specific instructional objectives, give selected materials detailed treatment, or tailor remedial programs to meet the needs of individual students. Another advantage of authoring systems is that they permit modification by teachers at any time. Design features to consider when evaluating authoring systems include their instructional methods, ease of use with all instructional strategies and by all authors, flexibility, and editing and record keeping abilities. Finally, the CAI language design should include statistical programs to sort and perform elementary statistical processing of individual as well as group data. (Included is a listing of some available authoring systems.) (HOD)

ED 238 044 CS 504 458

Tims, Albert R., Jr.
Development of Public Affairs Media Use.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at .." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Age Differences; *Behavior Patterns; *Children; Comparative Analysis; Generation Gap; Mass Media Effects; Media Research; *Media Selection; *News Media; Newspapers; Parent Influence; *Parents; Periodicals; Television Viewing; Use Studies
IDENTIFIERS- *Media Use

To examine the relationship between parent and child news media use within specific age groups and to evaluate the stability of this use over time, 501 parent child pairs were interviewed by telephone in the winter and again in the fall of 1980 on their political views, social values, and media use. Findings on exposure to five types of media--newspapers, magazines, network television news, late evening local news, and television news specials--showed that (1) newspaper exposure increased substantially between the ages of 10 and 17, with consistency of exposure growing to a level roughly on par with that of adults by age 13 and with intergenerational exposure rates greatest during adolescence; (2) exposure to either magazine articles or network television news did not generally increase with age, exposure stability did not increase systematically, and intergenerational similarity was neither particularly large nor age related; (3) the frequency and stability of exposure to local late evening television news and intergenerational stability in this type of viewing all increased with age; and (4) the frequency of exposure to television news specials did not increase in a consistent or substantial rate although systematic increases in stability and intergenerational similarity were evident. (Seven tables on media exposure rate are appended.) (MM)

ED 237 698 CE 037 688

Flexible Learning Opportunities.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-35-0
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; *Adult Education; Case Studies; Change Strategies; Community Colleges; *Continuing Education; Curriculum; Curriculum Development; Definitions; Delivery Systems; *Educational Change; Educational Finance; Educational Objectives; *Educational Opportunities; Educational Planning; *Educational Practices; Educational Strategies; Financial Support; Flexible Scheduling; Individualized Instruction; Individual Needs; Models; Nontraditional Education; Open Universities; Organizational Development; Personal Autonomy; Postsecondary Education; Program Development; Program Evaluation; Staff Development; Student Centered Curriculum
IDENTIFIERS- *Flexible Learning; *Great Britain

One way for colleges to meet the demand for a wider range of learning opportunities for adults in Great Britain is to provide more flexibility within the further education system. The concept of flexible learning involves the modification of delivery systems, specific providing agencies, target populations, specific determinants such as geographic location, and institutional determinants. Because the flexible learning approach is learner-centered, it requires a greater emphasis on negotiation, counseling, and guidance to help learners to identify and progress through the most appropriate learning program to meet their individual needs. To help make Britain's further education system more flexible, policymakers should encourage the implementation of staff and organizational development programs for colleges and should have examining and validating bodies explain and disseminate more widely exactly how much individual discretion and flexibility they already allow. Appended to this report are five case studies, a model for curriculum-led organizational change, a discussion of the policies of examining and validating bodies concerning flexible learning opportunities, criteria for Further Education Unit (FEU) financial support for flexible learning projects in colleges and local educational agencies, a list of flexible learning support agencies, and suggestions for further reading. (MN)

ED 237 712 CE 037 714

Best, Stephen H.; Myer, Donna Foster

Introductory Epidemiology. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.

Baptist Coll. at Charleston, SC.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-81-0436
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Classroom Techniques; Core Curriculum; *Disease Control; Disease Incidence; *Diseases; Environmental Influences; *Family Health; Guidelines; Health Education, Health Personnel; Higher Education; Home Health Aides; *Home Programs; Hygiene; Instructional Materials; Learning Activities; Paraprofessional Personnel; Preventive Medicine; Program Implementation; Public Health; Resource Units; Rural Areas; *Rural Education; Sanitation; Teaching Methods
IDENTIFIERS- Bacteria; *Epidemiology

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with teaching a course in introductory epidemiology. Covered in the first section of the guide are the role of epidemiology in rural health promotional training, general objectives and recommendations for instructors, and references and suggested course texts. A series of unit overviews dealing with the following topics is provided: an introduction to epidemiology; disease causation; agent, host, and environmental factors; vital statistics; experimental design, sampling, and data; patterns of individual disease occurrence; time and location patterns of disease occurrence; epidemiological research; the practice of epidemiology; bacteria; viruses; fungi; protozoa; and helminths. Each unit contains general and specific objectives, a list of instructional materials, suggested activities, specific activities [illegible]omplete individual objectives, and a student assignment. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)

ED 237 767 CE 037 810

Hearings on Job Creation Proposals. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 116, H.R. 777, H.R. 1036, H.R. 1046, and H.R. 1060 (New York, New York, February 28; Washington, DC, March 3, 7, and 17, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Building Trades; *Community Development; Construction Programs; *Dislocated Workers; Educational Legislation; *Employment Opportunities; Employment Problems; *Employment Programs; Federal Legislation; Hearings; *Job Development; Neighborhood Improvement; Policy Formation; Poverty Areas; Public Policy; Public Service Occupations; Repair; *Unemployment; Urban Areas
IDENTIFIERS- Congress 98th; *High Unemployment Areas; Proposed Legislation

These Congressional hearings contain testimony on five bills that are designed to provide employment opportunities to long-term unemployment individuals in high unemployment areas through projects to repair and renovate vitally needed community facilities. Included among those agencies and organizations represented at the hearings were the following: the Children's Defense Fund; Manpower Demonstration Research Corporation; the Division of School Buildings of the New York City Board of Education; Dade County Public Schools in Miami, Florida; the American Federation of Labor-Congress of Industrial Organizations; the Cherokee Indians; the Associated General Contractors of America; the Center for Policy Studies; the New York City Department of Employment; the United Electrical, Radio, and Machine Workers of America; the Bureau of Social Science Research; Jobs in Energy; the National Association of Counties; and the Philadelphia Unemployment Project. The texts of each of the five bills are also included in this volume. (MN)

ED 237 857 CG 017 112

Belair, Robert R.
Criminal Justice Information Policy. Privacy and Juvenile Justice Records.
SEARCH Group, Inc., Sacramento, Calif.
SPONS. AGENCY- Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-84152
PUB DATE- 82
GRANT- BJS-81-BJ-CX-0012
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTIONS- Adolescents; *Confidentiality; *Confidential Records; Criminal Law; *Delinquency; *Disclosure; *Policy Formation; Privacy Secondary Education; State of the Art Reviews
IDENTIFIERS- *Juvenile Justice System

Elected officials, justice professionals, courts and other institutions of our society are contributing to a reevaluation of juvenile justice information policy. The tenet that juveniles who commit crimes are not culpable is being challenged as the public's safety and economic well being is increasingly threatened by children engaged in criminal behavior. This document reviews the criminal justice information policy as it relates to confidentiality and juvenile justice in an attempt to identify those qualities of the policy which protect juveniles in a way that reflects the principles and character of the society. Part 1 describes the history and philosophy of the juvenile justice system with particular attention to juvenile record confidentiality. Part 2 focuses on the creation and maintenance of juvenile justice records from law enforcement and court system perspectives. Part 3 reviews disclosure of records including sealing and purging according to federal and state laws, sharing of records with the juvenile and adult justice systems, and accessibility and disclosure of records to subject, researchers, organizations, media, and the public. Part 4 focuses on confidentiality and media access, while Part 5 reviews the debate over confidentiality versus publicity. (BL)

ED 237 902 CG 017 158

Jose, Paul E.; Wong-McCarthy, William J.
Gender, Androgyny, Activity Level and Talkativeness.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; *Androgyny; College Students; *Group Dynamics; Higher Education; Language Usage; *Sex; Sex Differences; *Sex Role; *Verbal Communication

In mixed-sex discussion groups males tend to dominant conversation, focusing the discussion on task-oriented topics. In order to investigate the effect of the sex-role orientation of the speaker on verbal participation in group discussions, 54 college students (28 male, 26 female) participated in three 15-minute, four person group discussions. Subjects completed three personality measures: the Personality Attribute Questionnaire, the Bem Sex Role Inventory, and the Activation-Deactivation Adjective Checklist. After the discussions, participants secretly ranked each other according to talkativeness, quality of ideas, and expressed feelings for the group. An analysis of the results showed that sex-role orientation explained more of the variation in subjects' ratings than did subjects' gender. As in previous studies, males tended to talk more and to discuss task-oriented topics, whereas females tended to talk more about group feelings. No sex orientation was found for quality of ideas. Females with masculine sex role orientations, rather than androgynous individuals, exhibited greater behavioral flexibility. (BL)

ED 237 918 CG 017 175

Liotta, Richard F.; Jason, Leonard A.
A Behavioral Approach for Measuring Social Support.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Change; *Behavior Rating Scales; Coping; Family Environment; Interaction; Measurement Techniques; *Observation; Parent Education; Parents; *Research Methodology; *Social Support Groups; Spouses

Although research on the role of social support in psychological well-being has increased, little attention has been given to behavioral methods for measuring these supportive mechanisms. To study the support exchanged in marital dyads, a behavioral observation system was designed and used to detect changes in the marital relationship of one white, middle class family participating in an Early Intervention parent training program. The behavioral observation system recorded supportive functions (cognitive guidance, social reinforcement, tangible assistance, socializing, and emotional support) at 30 second intervals as well as the directionality of the support. Observations were recorded during evening, home-based family interactions every 2 weeks for 5 months. Concurrent with the observed interaction periods, the parents proceeded through the parent training program from baseline to Intervention Level 3. An analysis of the results showed that it was possible both to monitor supportive behaviors reliably in a home setting, and to document changes in these behaviors. Changes in inter-parent support were found concurrent with involvement in the parent training program. Individual modification of dimensions of emotional support were also increased through the use of feedback and goal setting, as monitored by the observational system. (BL)

ED 237 919 CG 400 172

ED 237 934 CS 007 418

Vinsonhaler, John F.; And Others
Improving Diagnostic Reliability in Reading through Training. Research Series No. 126.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-126
PUB DATE- Jul 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Clinical Diagnosis; Elementary Secondary Education; Individualized Instruction; *Interrater Reliability; Models; Reading Centers; *Reading Consultants; *Reading Diagnosis; Reading Instruction; *Reading Teachers; *Remedial Reading; *Training Methods

While diagnosis is generally considered a vital element in reading clinicians' expertise, research has revealed that even degreed, experienced reading clinicians display little personal consistency or agreement with one another when diagnosing simulated cases of reading difficulty. Three studies were conducted to determine if systematizing the diagnostic process by providing a process model, diagnostic decision aids, and sufficient practice with feedback would result in more reliable diagnoses. Subjects were (1) master's degree students in reading who had some prior course work in diagnosis, (2) master's degree candidates with prior teaching experience and coursework in reading, and (3) experienced classroom teachers with little or no formal training in reading or reading diagnosis. The results indicated that the training was successful, both with degreed reading clinicians and with teachers who had no previous work in reading diagnosis. (Appendixes contain the cue inventory for one simulated case, a portion of a diagnostic decision aid, a portion of a diagnostic checklist, and tables of data from the studies.) (Author/FL)

ED 237 965 CS 007 457

Duncan, Patricia H.
The Governance of Reading Education: A Position Paper.
PUB DATE- 10 Dec 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Principles; Curriculum Development; Curriculum Evaluation; Decision Making; Educational Trends; Higher Education; Program Effectiveness; *Reading Teachers; Resource Allocation; *Teacher Administrator Relationship; *Teacher Education Curriculum; *Teacher Education Programs

Viable reading education programs require faculty who not only know the field but also remain sensitive to the many forces controlling program survival. A program will function well only if the administration clearly articulates the management process, responds intelligently to market trends, and includes faculty input in decision making. Among the issues that need to be addressed are (1) how curriculum issues should be controlled; (2) who should control the management aspects of reading education; (3) how resources should be allocated, and what part reading faculty should play in budget expenditures; (4) how other teacher education programs relate to reading education; (5) what external influences control reading education; and (6) how reading education is responding to the changing market. These issues combined with curriculum content analysis form the basis for solid review, planning, and renewal in reading education. (HOD)

ED 237 981 CS 207 757

Bazerman, Charles
Getting the Damn Parts to Fit Together: Strategies in Writing a Science of Politics.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cohesion (Written Composition); Comparative Analysis; *Discourse Analysis; Literature Reviews; Natural Sciences; *Political Science; Research Reports; *Rhetoric; Rhetorical Criticism; Scholarly Journals; Scientific Methodology; *Writing Skills
IDENTIFIERS- *Discourse Modes

Over the past 30 years the study of politics has imitated the discourse of the natural sciences. Articles in this mode of discourse can be characterized as opening with a problem expressed through a review of the literature; continuing with an hypothesis, a methodology, and hypothesis testing; and ending with only narrow conclusions, limited to what can be documented by the mathematical argument. An examination of political science articles from the 1979 "American Political Science Review," however, reveals difficulties and complexities in this straightforward aspiration of political scientists to a scientific ideal. Arguments do not fit together as crisply as the ideal would have it, and the political scientists as authors inevitably find themselves in explanatory, justificatory, reconciliatory, and persuasive tasks that are not part of the idealized version of the scientific report. Problems arise in nomenclature, discussion of the literature, problem definition and significance, interpretation of data, authorial role, and relation to the audience. This rhetorical variety suggests that political science has yet to forge a consistent rhetoric. (Author/HOD)

ED 237 997 CS 207 998

Lawrence, Robert A.
The Where Exercise: Seeing in Writing.
PUB DATE- 81
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Imagination; Learning Activities; Postsecondary Education; Secondary Education; Teacher Guidance; Teaching Methods; *Visualization; *Writing Exercises; Writing Instruction
IDENTIFIERS- PF Project

A classroom activity to facilitate the process of forming images in the mind (seeing) while writing is described in detail. The activity, called the Where Exercise, consists of the instructor naming a series of locations and the students writing down three objects which they "see" in each of those locations. It is emphasized that the instructor's coaching during the activity is crucial to its success. The activity is intended to be reinforced by a writing assignment based on the images "seen" in one of the locations. Several examples are offered of sample locations and appropriate coaching responses. The article concludes with a list of reasons why the activity is effective. A seven-item bibliography of references is included. (DC)

ED 237 726 CE 037 734

Women at Work: A Chartbook. Bulletin 2168.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Apr 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. S/N 029-001-02750-8--$4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Education; *Employed Parents; *Employed Women; *Employment Patterns; Employment Projections; Employment Statistics; *Mothers; Salaries; *Salary Wage Differentials; *Unemployment

This chartbook focuses on women's economic activity including labor force trends, occupational and industrial employment patterns, unemployment, and market work of women in a family context. The 15 charts show that women play an important role in the labor market; women's participation has grown dramatically; a smaller proportion of women fill the traditional full-time housekeeping role; three out of four employed adult women work full time; women work in all sectors of the economy; the number of working women has increased sharply in clinical and professional jobs; an average 20-year-old woman can expect to spend approximately 25 years in the labor force; women's share of labor force growth is expected to increase in the 1980s; until recently, women's unemployment rates have been higher; unemployment among women varies by race, education, and age; the proportion of children with mothers in the labor force has grown to more than half; half of all married women are now in the labor force; the proportion of families maintained by a woman has increased markedly; women who maintain families are more likely to face serious economic difficulties; and women's earnings continue to average about 60 percent of men's. Summary statements accompany the charts. (YLB)

ED 237 740 CE 037 755

Seeland, Suzanne
Equal Opportunities and Vocational Training. A Survey on Vocational Training Initiatives for Women in the European Community.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-2764-6
PUB DATE- 82
AVAILABLE FROM- European Centre for the Development of Vocational Training, Bundesallee 22, D-1000 Berlin 15, West Germany. (Available in the following languages: DA ISBN-92-825-2762-X; DE ISBN 92-825-2763-8; FR ISBN-92-825-2765-4; IT ISBN-92-825-2766-2; and NL ISBN-92-825-2767-0.)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Innovation; Educational Research; Equal Opportunities (Jobs); *Females; Financial Support; *Foreign Countries; Innovation; *Job Training; Nontraditional Occupations; Postsecondary Education; Retraining; Secondary Education; Surveys; *Vocational Education
IDENTIFIERS- Belgium; Denmark; France; Ireland; Italy; Luxembourg; Netherlands; United Kingdom; West Germany

This report synthesizes findings of a survey of vocational training measures for women in the nine countries of the Western European community. In the first section, some basic figures are presented on numbers of innovative measures, proportion of women gainfully employed, distribution of employed women among economic sectors, and persons undergoing vocational training according to sex. Section B is a comparative analysis of the reports on innovative vocational training measures in West Germany, France, and the United Kingdom. It specifically features measures covered in the survey (initiative, implementation and control, financing, socioeconomic context),

objectives of the measures (types of program, occupations for which training is given and final qualifications, innovation, relationship to the labor market), context of the measures (differences between normal training and measures surveyed; course of training, content, and methods; supporting measures; training personnel), and evaluation (number of trainees, assessment of measures by participants and institutions/persons involved). The reports on innovative measures in Belgium, Denmark, Ireland, Italy, Luxembourg, and the Netherlands are surveyed in section C. The final section makes conclusions regarding commonalities in the initiatives, participants' problems in innovative vocational education, and the role of equal rights commissions in initiatives. (YLB)

ED 237 797 CE 800 051

Mays, Francine; Imel, Susan
Adult Learning Disabilities. Overview: ERIC Fact Sheet No. 9.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Adult Education; Adults; *Adult Students; *Educational Diagnosis; Guidelines; *Individual Characteristics; *Learning Disabilities; Resource Materials; *Teaching Methods
IDENTIFIERS- ERIC; Fact Sheets; PF Project

An overview of learning disabilities in adults is presented to aid in detection, diagnosis, and instruction. Following a description of learning disabilities in general, and the occurrence in adults in particular, nine observable characteristics of learning-disabled adults are discussed: (1) vision problems; (2) extraneous vocal sounds; (3) inability to match sounds to symbols or to distinguish between similar sounds; (4) confusion about sequential order; (5) inability to simultaneously integrate basic sensory channels for learning; (6) low level of frustration; (7) negative self-image; (8) poor concept of time; and (9) physical conditions resulting from metabolism problems. Recommendations for formal and informal diagnostic procedures are presented including observation, selecting an instrument, and steps to take after testing. Nine specific teaching and learning strategies are offered for working with learning-disabled adults. Two resources, upon which this fact sheet is based, are listed as available from the Educational Resources Information Center (ERIC) system. (DC)

Imel, Susan
Guidelines for Working with Adult Learners. Overview: ERIC Fact Sheet No. 25.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- NIE-C-400-81-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Adult Education; Adult Learning; *Adult Programs; *Adult Students; Guidelines; Instructional Design; Learning Motivation; *Program Development; Resource Materials; Student Characteristics; Student Participation; Student Responsibility
IDENTIFIERS- ERIC; Fact Sheets; PF Project

This fact sheet offers guidelines to consider when developing educational programs for adults. Characteristics of adults which affect learning are discussed under the following headings: adult life cycle; time orientation geared toward immediacy; broad base of experience; independent self-concept; and social roles. The importance of allowing adults to assume responsibility for their learning is emphasized along with several ways in which this can be achieved. Four basic steps in the instructional design process are described: specifying objectives; identifying and arranging learning tasks; selecting techniques and devices; and developing evaluation instruments. Involvement of adults in the development of educational programs is discussed in relation to developing program objectives, content, activities, and evaluation. Nine techniques for enhancing the learning motivation of adult students are offered. A bibliography is included which cites five resources available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 950 CS 007 437

Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Aptitude; Annotated Bibliographies; Critical Thinking; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Integrated Curriculum; Literature Appreciation; Reader Response; *Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Research; Recall (Psychology); Sentence Combining; Syntax; *Writing Instruction; *Writing Research
IDENTIFIERS- Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The six titles deal with the following topics: (1) the role of adversative connectives in helping good and poor readers to integrate textual information; (2) trends in written products of general writing, basic writing, and basic reading and writing students; (3) an integrated reading/writing curriculum; (4) the effect of paraphrase writing on sixth grade children's comprehension and recall of expository text; (5) the effects of sentence combining on eighth grade students' written syntactic ability and reading comprehension; and (6) the interrelationship between literature and composition. (HTH)

ED 237 642 CE 037 302

Bell, T. H.

Industrial Policy: Implications for American Education. Delivered by Dr. Robert M. Worthington on Behalf of Dr. T. H. Bell, U.S. Secretary of Education.

Department of Education, Washington, DC.

PUB DATE- 19 Oct 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Computer Oriented Programs; Demonstration Programs; *Economic Development; Educational Finance; *Educational Improvement; Educational Needs; *Educational Policy; *Futures (of Society); Human Resources; *Productivity; Secondary Education; *Technological Advancement

"Industrial policy" is an ambiguous term; however, diverse elements of our society can agree that "industrial policy" can be thought of as a combination of all the policies and practices that affect or are the consequences of a nation's ability to compete--policies and practices in the areas of international trade, capital investment, technological innovation, and human resources. Our primary thrust toward an industrial policy at present is the recognition that the United States must increase its industrial productivity. Before productivity can be increased, the following facts must be faced: (1) we are moving into a new economic era, one characterized by emphasis on information/high-technology/service industries; (2) productivity in this country has been too low for nearly 10 years; (3) a high-quality education is the essential foundation upon which this new economic era will be constructed; and (4) the American educational system is in trouble with too many functional illiterates and too many high school graduates who cannot read and add. Human resources are our raw materials for creating a new industrial order; therefore, our educational system must do a better job of preparing students for it. The present administration is attacking the problems in American education by reducing government regulations, emphasizing more basic and applied research, and emphasizing quality education and retraining. Recent grants have been made for projects to determine how technology can be used to improve education. Demonstration projects and "lighthouse" projects will be conducted to show how schools can use computers; the television show "3-2-1 Contact" has been funded, and studies of computer use in the classroom have begun. If our nation's productivity and competitiveness are to increase, an improvement in the educational system is necessary. (KC)

ED 237 656 CE 037 529

Rutledge, George E.
An Introduction to the Process-Conference Approach to the Teaching of Writing Skills in ABE Programs.
PUB DATE- 2 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Basic Education; Adult Students; Basic Skills; Conferences; Prewriting; Revision (Written Composition); *Teaching Methods; Writing Apprehension; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Program; *Teacher Student Conferences; Writing for Life

Writing is an important tool in teaching skills to adult basic education (ABE) students. To be a successful teacher of writing, teachers must be successful writers. They must be aware of the writing process and willing to use it daily in their own lives in order to convey its importance and its usefulness to their students. One method of teaching writing to ABE students is to conduct a "Writing for Life" program in the regular basic skills classes. In this method, teachers first make the students feel comfortable about writing, then lead them through the prewriting skills (such as lists, random words, outlines, planning), and finally through the composition process as a regular part of the class. Sometimes the subject of the writing can be the students' personal experiences and life stories, while at other times writing is used to reflect back and clarify thought on subject matter such as mathematics lessons. One aspect of this method is the process-conference approach, a proven, workable way to help ABE students become more confident and capable writers. Process-conference teachers do not assign topics in advance and then make extensive corrections after the writing is finished. Their students choose their own topics, then the teacher works with the students through a series of drafts, talking to the students privately, six or more conferences of one to five minutes each. In the conference, teachers ask questions to help students look at and think about their works. These techniques can help ABE students to become better writers, better learners, better thinkers, and happier human beings. (KC)

ED 237 670 CE 037 591

Kuzdzal, Stanley J.
The Effects of Students' Intellectual and Physical Characteristics on Vocational Teachers' Nonverbal Behavior.
PUB DATE- 6 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Bias; Classroom Communication;

Disabilities; Females; High Achievement; Influences; Intelligence; Low Achievement; *Nonverbal Communication; Office Occupations Education; *Physical Characteristics; Secondary Education; Student Characteristics; *Student Teacher Relationship; *Teacher Behavior; *Vocational Education Teachers

A study examined the effects of students' intellectual and physical characteristics on the nonverbal behavior of vocational teachers. During the study, 30 female vocational typing teachers were randomly assigned to teach a five-minute minilesson to 15 handicapped students and 15 students who were not handicapped. Both high- and low-achieving students were included in each of the two test groups. Videotapes focusing on the teachers' nonverbal behaviors were filmed during all of the teacher and student interactions. Based on an analysis of the videotapes by three experts, it would seem that, by an overwhelming margin, teachers displayed more positive nonverbal behaviors toward the nonhandicapped and high-achieving students than toward the handicapped and low-achieving students. Handicapped students received the most negative nonverbal behavior. These findings underscore the need for educators to study the nature and implications of nonverbal behavior from the perspective of its role as a communicative link between teacher and student. (MN)

ED 237 684 CE 037 634

McGrath, Mimi; Pekelo-Bielen, Rhonda
You Can Do It! Vocational Education. Volume 1: Planning Your Approach.
Nellum (A.L.) and Associates, Braintree, MA.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Access to Education; Bilingual Education; Bilingual Students; Blacks; Community Support; Disabilities; Discovery Learning; Educational Attitudes; *Educational Practices; Educational Strategies; Enrollment Trends; Equal Education; Guidelines; Hispanic Americans; Individual Needs; Limited English Speaking; Mainstreaming; Minority Groups; Networks; Nontraditional Education; Nontraditional Occupations; *Outreach Programs; Postsecondary Education; Program Design; *Program Implementation; Publicity; School Counseling; School Districts; School Role; Secondary Education; Sex Fairness; State Programs; *Student Recruitment; Suburban Schools; Summer Programs; *Vocational Education

IDENTIFIERS- *Massachusetts; *Special Needs Students

This volume, the first in a two-volume guide to provide vocational educators in Massachusetts with some practical tools for planning and implementing student recruitment strategies in their local areas, discusses the planning and design considerations that have an impact on a student recruitment program and highlights promising practices used in successful programs. Addressed in the individual chapters of the guide are the following topics: recruiting priority population students (overcoming stereotypes, understanding ethnic minority views, recruiting limited-English-proficient students, recruiting for nontraditional programs, and recruiting handicapped students); the changing role of vocational education recruitment; promising recruitment practices that have worked in Massachusetts schools (bilingual teachers in bilingual programs, summer exploratory programs, boys and girls in nontraditional shops, bilingual counseling in suburban schools, and mainstreaming special needs students); organizing and implementing recruitment programs (using promotional techniques, following work plans, and learning from others); reaching out to the public (understanding the concept of community, networking, reaching out to various sections of the public, working with political groups, and obtaining support from business). Concluding the guide is a four-page bibliography that deals with nontraditional programs, minority access, bilingual and limited-English-proficient students, special needs students, and perceptions of and attitudes toward vocational education. (MN)

ED 237 754 CE 037 791

Tindall, Lloyd W.; And Others
Utilizing the Job Training Partnership Act Funds for the Vocational Education, Training and Employment of Special Needs Students.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 4 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Access to Education; *Disabilities; Educational Finance; Educational Legislation; Educational Needs; Enrollment; Federal Aid; *Federal Legislation; *Financial Support; Grants; Guidelines; Incentive Grants; *Job Training; Postsecondary Education; Program Development; Program Implementation; School Business Relationship; Secondary Education; Special Education; State Programs; Student Financial Aid; *Vocational Education; Vocational Rehabilitation; Youth Employment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This presentation is designed to assist vocational educators and others involved in the development and implementation of an advisory role to ensure that handicapped individuals have an opportunity to participate in the Job Training Partnership Act (JTPA) programs. Discussed in the first part of the paper is the meaning of the JTPA for handicapped individuals. The next section of the presentation focuses on the special needs of handicapped individuals for vocational rehabilitative services, on the provisions for such services in currently existing federal legislation, and on the costs incurred by the public and private sectors in providing such services. Covered in an examination of the importance of the private industry council (PIC) are procedures for becoming a member of a PIC, guidelines for evaluating a PIC, and types of JTPA services and activities that can benefit handicapped youth. Timelines for developing a PIC job training plan and procedures for enrolling handicapped students in JTPA programs are provided. The final sections of the paper explain the steps for obtaining and guidelines for using (1) JTPA 8 percent monies to state educational agencies, (2) 6 percent monies for incentive grants, and (3) Title IIB summer youth employment and training funds. (MN)

ED 237 781 CE 037 860

Edmison, Glenn A.; And Others
Robotics and Industrial Arts.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Curriculum Development; *Educational Improvement; *Educational Innovation; Education Work Relationship; *Industrial Arts; *Robotics; Secondary Education; Trade and Industrial Education
IDENTIFIERS- Capsela

Robots are becoming increasingly common in American industry. By 1990, they will revolutionize the way industry functions, replacing hundreds of workers and doing hot, dirty jobs better and more quickly than the workers could have done them. Robotics should be taught in high school industrial arts programs as a major curriculum component. The benefits to students are great. Robots are

interesting and highly motivating, and the cost is reasonable when compared to other major acquisitions. Students can be made aware of a variety of career opportunities through the study of robotics. Finally, the study of robotics can bring schools and industry closer together in cooperative programming activities. In junior high school industrial arts, students can be offered hands-on experiences with simple robots and microprocessors as control devices. By using the modular toy, Capsela, in combination with sensing devices and a computer interface, the fundamentals of robotics are within reach of both junior high school students' abilities and school budgets. The teaching of robotics can be an exciting and rewarding component of the industrial arts curriculum at both the high school and the junior high school levels. (KC)

Watson, Bryna A.; Ault, Ruth L.
So You Think You've Got Troubles? College Students' Referrals for Friends with Various Personal Problems.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; *Counseling Services; Friendship; *Helping Relationship; Higher Education; Peer Influence; Peer Relationship; Problem Solving; Psychological Services; *Referral; Social Attitudes; *Student Attitudes

Students with personal-social problems report seeking help from friends and relatives first, as compared to faculty, clergy, and counseling centers. To investigate the subsequent referrals friends might provide, 28 college freshmen, 14 male and 14 female, rated 16 problem descriptions on a 0-9 point scale according to the likelihood that they would send their friend to each of seven potential help-giving sources, i.e., dean, counseling center, chaplain, friend, parent, faculty member, or themselves. The problems were varied according to severity, history, and immediacy. An analysis of the results showed that students could distinguish among problems, although no one characteristic was of singular importance. More serious problems did lead to a greater likelihood of recommending the college counseling center and the chaplain. Subjects rated themselves and other friends consistently high across problem types, except for the most severe problems. The dean and faculty were rated consistently low except for less severe, recent past, or recurrent problems. Parents and the chaplain received their highest ratings for ongoing problems. Providers of counseling services may need to educate students about the seriousness of certain problems in order to counteract students' tendencies to see themselves as appropriate sources of help. (Author/BL)

ED 237 873 CG 017 128

Tryon, Georgiana Shick
Validity of 42-Item Mooney Problem Check List Scale for Counseling.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Counseling Services; Higher Education; Individual Needs; Interpersonal Relationship; Life Satisfaction; Personality Traits; *Predictive Validity; *Predictor Variables
IDENTIFIERS- *Client Characteristics; *Mooney Problem Check List

Studies employing the Mooney Problem Check List (MPCL) have found that counseling center clients indicate more problems on the MPCL than nonclients. Domino and DeGroote identified 42 MPCL items concerned with self-satisfaction and a need for social contacts which further differentiated counseling seekers from nonseekers. In order to further validate the 42-item MPCL as a predictive instrument, three studies were undertaken. In Study 1, 40 students (24 male,16 female) were administered the MPCL upon entering the university. During the course of their college careers, 20 students were seen in counseling; the other 20 students served as controls. Student responses [illegible] the MPCL were classified according to the 42 identified items. An analysis of the results showed the classification system correctly identified all controls but only 2 of the 20 counseling seekers. However, the items did significantly differentiate the two groups. In Study 2, 74 students (37 counseling seekers and 37 controls) were administered the MPCL, and their responses were classified according to the 42 items. An analysis of the results, as in Study 1, showed that the items differentiated the two groups, but failed to predict counseling seekers from nonseekers. In Study 3, scores from the second study were recalculated to improve the predictive accuracy of the 42-item MPCL. Cutoff points of 11 and 5 for counseling seekers were set. An analysis of the results showed that the cutoff point of 5 was significant in classifying counseled from noncounseled students. The studies validated the usefulness of the 42-item MPCL in predicting who will seek counseling. However, separate norms should be developed at each university. (BL)

ED 237 888 CG 017 143

Hutchinson, Robert Linton, II
Waking and Dreaming Need Profiles: An Exploratory Study of Adaptive Functioning.
PUB DATE- 16 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adjustment (to Environment); Emotional Adjustment; Higher Education; Individual Development; Medical Students; Mental Health; *Psychological Needs; *Psychological Patterns; Sleep
IDENTIFIERS- *Dreams

Research has defined the various adaptive, compensatory and complementary functions of dreams. To investigate the evidence of adaptive functioning in the dream state, 30 medical students (21 males, 9 females) from St. George's University, Grenada, completed personal surveys, a waking psychological profile, and a dreaming psychological profile using the Adjective Check List (ACL), which identifies needs according to 15 scales. Subjects were instructed in dream retention techniques and subsequently completed an ACL for each dream recorded weekly during a 3-month period. An analysis of the results showed no significant correlations between the subjects' self-waking psychological profiles and the subjects' dreaming profiles on 15 adjective need scales. Nor were significant correlations found between the profiles generated by the subjects' significant others and the subjects' dreaming or waking profiles on 15 need scales created from the ACL. However, significant intercorrelations were found in the dream profiles between dominance/endurance; nurturance/heterosexuality; achievement/change; exhibition/change; endurance/abasement; and nurturance/deference. (An extensive bibliography and data tables presenting the research are included. The appendices also contain the registration and personal history form, the dream survey and the recall manual, the computer program, and the dream profiles.) (BL)

ED 237 903 CG 017 159

DeVries, David L.
Viewing Performance Appraisal with a Wide Angle Lens.
PUB DATE- 26 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at...' (150)
DESCRIPTIONS- Accountability; *Evaluation Methods; Human Resources; Job Performance; *Management by Objectives; *Management Development; Opinion Papers; *Personnel Evaluation; *Research Needs
IDENTIFIERS- *Performance Appraisal

The majority of empirical studies on performance appraisal (PA) systems focus on the search for the perfect form in which subjective traits are replaced by objective and job-relevant, measurable behaviors. Organizations using a PA system to evaluate their employees struggle with issues of implementation, adaptation, and linkage with other human resource systems. To make PA a viable management tool, from a broader perspective, organizations and researchers must invest time in training managers in PA skills; in developing system evaluations which take into account reliability, validity, and managerial goals; and in designing systems to meet specific organizational conditions and expectations. Further research in these three areas will help to develop more acceptable and successful PA systems. (BL)

ED 237 966 CS 007 458

Bean, Thomas W.; And Others
Direct Instruction in Metacognitive Strategies: Cumulative Instruction in Summarization and Graphic Organizer Construction vs. Graphic Organizer Alone vs. an Outlining Strategy in 10th Grade World History. Technical Report No. 6.
Learning from Text Project, Riverside, CA.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Content Area Reading; *Critical Thinking; High Schools; *Learning Strategies; Readability; Reading Comprehension; Reading Research; *Student Attitudes; *Study Skills; Teaching Methods; World History

IDENTIFIERS- *Graphic Organizers; *Outlining; Summarization

To compare both the effect of and the student attitude toward instruction in outlining and graphic organization, 72 grade 10 world history students were divided into three treatment groups. Two groups, one of which had previously received 14 weeks of summarization training, were instructed in a three-step procedure for creating a graphic organizer of history lesson concepts, while the third group generated traditional outlines on lesson information. Student scores on six multiple choice quizzes, the final one of which was administered after the 14-week strategy instruction period, were compared using one way analysis of variance. No significant differences emerged for the three groups on the first five quizzes, but on quiz six students in the graphic organizer group with summarization training achieved significantly higher scores than either of the other groups. This group also received significantly higher scores in a summarization exercise with text materials of college-level difficulty. A six-item Likert scale, administered to 68 students in the three groups, revealed that the two graphic organizer groups displayed significantly more positive attitudes toward the strategy they were taught than the outlining group. (MM)

ED 237 998 CS 207 999

Agado, Guadalupe Amelia
Story Starters and Group Writing Motivate Children To Write.
PUB DATE- Jan 84
LANGUAGE--English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Elementary Education; *Group Activities; Learning Activities; *Small Group Instruction; *Student Motivation; Teaching Methods; *Writing Exercises; Writing Improvement; *Writing Instruction
IDENTIFIERS- PF Project; *Story Writing

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Have you ever had trouble getting children to write stories? One technique that works well is group writing. (1) Divide the class into groups of five or six. (2) Give each child in a group a mimeographed copy of a story starter--just a sentence or an opening paragraph. (3) Have the children read the story starter. (4) Tell them that they are to continue the story by adding, on their copy, a sentence or two. (5) Give the children a few minutes to do this, then have them pass their papers to the child on the left. (6) Have each child read what the child before wrote and then add a sentence or two. (7) Continue to pass the stories around until each child in the group has added one or two sentences to each sheet. (As the stories get longer, more time may have to be allowed for reading and adding to the story.) (8) When it comes to the last child in the group, have that child add the ending. Story starters can follow the themes being presented in the class reader, they can be about what happens in real life, or they can be fictitious. As the children gain confidence in their writing, you can gradually extend the time, allowing 5 or 6 minutes for each child to add more than one or two sentences. Also, the groups can gradually be made smaller, working down to two children writing a story and eventually each child working alone. With this activity, the children do not feel frustrated or defeated before they begin, since they are given a beginning to a story. They think it's easy if "I only have to write one sentence," but by the time they have added one sentence to each other's stories, they have written a story themselves. They are exposed to different styles of writing and diverse thinking as they read each other's stories. Most importantly, they are not intimidated. They feel that if a mistake is made, it is not their mistake alone. Eventually, the children will not have to work in groups nor will they need the story starter, but will be able to write a story on their own. (Author)

ED 238 029 CS 208 110

Busching, Beverly A., Ed.; Schwartz, Judith I., Ed.
Integrating the Language Arts in the Elementary School.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 23511; $9.50 member, $11.00 non-member).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Books; Child Language; Content Area Reading; Curriculum Development; *Holistic Approach; Inservice Education; *Interdisciplinary Approach; *Language Arts; Language Experience Approach; *Language Skills; Low Achievement; Multilingualism; Parent School Relationship; Reading Habits; *Reading Instruction; Reading Skills; Student Developed Materials; Student Evaluation; Teaching Methods

Intended for elementary school teachers and supervisors, this collection of articles focuses on creating meaningful learning through an integrated language arts approach. Divided into three sections, the articles discuss the theoretical and practical frameworks that support program integration; examine real programs, tested procedures, and actual language performance; and address controversial issues surrounding an integrated language arts model. Articles in section one cover curriculum models for integrating the language arts, methods of integrating language and subject matter, and the relationship between a child's grasp of meaning and language skills. Topics in section two include the development of writing in a language arts context, student created books, the impact of different instructional methods on student reading, fostering language play, and ways of integrating reading with music, art and drama. Section three discusses such issues as achievement assessment in the language arts, parent involvement in language arts programs, teaching underachieving children, and integrating perspectives on monolingual and multilingual children. (MM)

ED 238 045 CS 504 462

Ting-Toomey, Stella
The World Hypotheses: Implications for Intercultural Communication Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Communication (Thought Transfer); *Communication Research; *Cultural Context; Epistemology; Imagery; Influences; *Intercultural Communication; *Metaphors; *Models; Perspective Taking; Research Methodology

The "sense making" process structures humans' categorization, perceptual, and expressive processes. These "sense making" references are ultimately derived from four distinct "root metaphors": mechanism or mechanistic thinking (machine), formism or formistic thinking (similarity), organicism or organistic thinking (organic process), and contextualism or contextual thinking (ongoing act). When translated to intercultural settings, these metaphors address two questions: What functions do metaphors serve in the context of culture? and What are the implications of these metaphors to intercultural communication research? Metaphor is intricately linked to the subjective cultural system. The use of the root metaphors and the emphasis one places on them will influence one's perspective of reality and social order. Different epistemological orientations, in turn, will impact one's view of communication and culture in the context of intercultural communication research. From the machinery image of research, intercultural communication research is viewed as a purposeful, rational activity. In contrast, from the organismic imagery, such research is viewed from a goal-emergent model perspective. Knowledge structures that are produced under the mechanistic mode are usually law-like principles aiming for wide generalizability and application. Under the organismic imagery, knowledge structures attempt to present interpretive truths based on particular symbolic events and situations. The logic of such knowledge structures can be applied to particular situations within the complex fabric of local culture. (HOD)

Odebunmi, Akin
A Review of Etiological Formulations and Possible Treatments of Enuresis.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Behavior Modification; *Counseling Techniques; Drug Therapy; Emotional Disturbances; *Etiology; Literature Reviews; Physiology; Preschool Education; Psychiatry; *Psychophysiology; Psychotherapy; Young Children
IDENTIFIERS- Bladder Control; *Enuresis

This literature review discusses enuresis from various etiological formulations: pyschoanalytic and psychodynamic; medical and physiological; and behavioral. Both historical and current perspectives on a definition of enuresis are offered. Treatment methodologies are reviewed. An emphasis is placed on the ruling out of medical causes before any treatment is begun. Drug therapy, behavior modification, psychotherapeutic intervention, bladder training, and the use of machines (Enutone) are discussed as possible types of treatment. (BL)

ED 238 013 CS 208 051

Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adolescent Literature; Annotated Bibliographies; Autobiographies; Bibliotherapy; Black Literature; *Characterization; *Childrens Literature; Cultural Awareness; Cultural Differences;

*Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Literary Criticism; Literary Devices; Literary History; *Literature Appreciation; Minority Groups; Questioning Techniques; Science Fiction; Stereotypes; Teaching Methods; Values Education
IDENTIFIERS- Chicano Literature; *Literary Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) science fiction in elementary school science education; (2) the portrayal of black characters in children's literature; (3) UFOs and their correlates as a folkloric theme; (4) American autobiography; (5) children's picture story book reviews; (6) Chicano adolescent literature; (7) interpersonal cognitive complexity as related to the character perceptions, literary response preferences, story comprehension, and literary attitudes of adolescent readers; (8) young children's verbal responses to literature in parent-child story time interactions; (9) hyperbole in children's literary development; (10) the role of the teacher as depicted in American and Japanese literature for children and younger adolescents; (11) cultural parameters in stories containing characters with Hispanic names in Texas elementary school readers; (12) children's developing use and understanding of literary conventions in their story reading and writing; (13) characterization of the Anglo-American male in realistic and adolescent fiction; and (14) the child as depicted in English children's literature from 1780 to 1820. (HOD)

ED 237 812 CE 800 066

Kendall, Elizabeth L.; Chenoweth, Roberta
Do You Read Me? Environmental Supplement: Reading Development Activities Guide.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agribusiness; Agricultural Occupations; Content Area Reading; *Environmental Education; Learning Activities; Natural Resources; *Prevocational Education; Puzzles; Reading Comprehension; *Reading Games; *Reading Improvement; *Reading Skills; Recreation; Secondary Education; Vocabulary Skills; *Vocational Education; Word Recognition
IDENTIFIERS- *Environmental Occupations; PF Project

This activity guide is one of four supplements to be used with "Do You Read Me? Prevocational-Vocational Reading Development Activities" (ED 210 454). Each supplement deals with a different occupational category. Games, puzzles, and other activities are offered to aid in developing the word recognition, vocabulary, and comprehension skills of students in prevocational and vocational education. The subject of this supplement is environmental occupations. Activities are presented for the following occupational areas: (1) agribusiness and natural resources (agricultural mechanics, animal science, forestry, plant science, and soil science); and (2) recreation. Answer keys for the activities are appended. (DC)

ED 237 858 CG 017 113

Ellard, John H.; Lerner, Melvin J.
What Does the Just World Scale Measure: Dimension or Style?

PUB DATE- 27 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Mapping; *Cognitive Style; College Students Justice; Psychological Patterns; Quality of Life; Responses; *Test Validity; Well Being
IDENTIFIERS- *Just World Hypothesis; *Just World Scale (Rubin and Peplau)

Rubin and Peplau's Just World Scale is based on the belief that a just world is a unidimensional construct in which individual beliefs are polarized according to immanent justice or ultimate justice. To investigate the effect of personal style on just world view, 109 male and female college students (who previously had completed the Just World Scale) completed a 22-item questionnaire assessing their optimism for the future; they were first made aware of either the relatively privileged or deprived aspects of their present status. An analysis of the results showed that subjects who scored high on the Just World Scale generalized their present status into the future in order to maintain their belief in immanent justice. Subjects who scored low on the Just World Scale responded to injustice from an ultimate justice perspective where present privilege or deprivation was expected to be compensated for in the future. These findings suggest that the Just World Scale may be more accurately viewed as a measure of the defensive styles people use for protecting their belief in a just world than as a measure of commitment to the belief. (Author/BL)

Handbook for School Health Nursing. Fourth Edition.
Putnam City Public Schools, Okla.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Administrator Role; Elementary Secondary Education; Health Education; *Health Facilities; Health Personnel; Immunization Programs; Job Analysis; Mental Health; Needs Assessment; Occupational Information; Parent Role; Program Descriptions; *School Health Services; *School Nurses; *Student Needs; Teacher Role
IDENTIFIERS- Oklahoma; PF Project

The purpose of this handbook is to assist Putnam City schools (Oklahoma) in implementing a comprehensive school health nursing program. Four substantive sections describe the school health program. Section 1, an overview, outlines the health responsibilities of parents, administrators, professional consultants, teachers, and nurses, and describes the facilities in the school clinics. Section 2 charts the duties of the school nurse throughout the year. The role of the school nurse in selecting student assistants and keeping health records is also described. Divided into 20 subsections, section 3 details all dimensions of the school nurse's job. Among the topics covered are: health assessment; mental health appraisal; vision, hearing, and dental screening; counseling; home visitations; and service to special needs students. Charts in this section list procedures for first aid treatment and communicable disease control. Section 4 describes Oklahoma immunization laws and school immunization procedures. Four final sections provide resource information as follows: section 5, health information agencies and books; section 6, school nurse license requirements; section 7, local ordinances concerning school health records; and section 8, copies of all health-related forms and official communications. (LP)

ED 237 935 CS 007 419

Bozsik, Beverly E.
An Analysis of Responses during Reading Comprehension Lessons.

PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; Classroom Communication; Elementary Education; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Reading Research; *Student Reaction; Student Teacher Relationship, Teacher Effectiveness; Teacher Response; *Teacher Role; Teaching Methods; Urban Education

A study examined the types of questions teachers asked and the types of responses they elicited from prestory and poststory portions of reading comprehension lessons. The Question Response Interaction instrument was used to gather data from teachers and their inner city third, fourth, and sixth grade students in both high and low reading groups. Data were categorized according to question-response relationships, levels of responses, and types of responses. Question-response relationships were termed textually explicit, textually implicit, and scriptally implicit. Levels of responses were referred to as supported (in which the student used text examples, personal experiences, and so forth) and unsupported (in which the student gave no response or failed to qualify a response.) Types of responses were classified as purpose, verification, justification, and judgment. Findings supported previous research showing that low reading groups are asked more textually explicit questions and supply more unsupported responses than do high reading groups. The types of questions asked indicated that while comprehension assessment was taking place, comprehension instruction was not. (FL)

ED 237 982 CS 207 762

Fehring, Heather
Learning to Spell: The Role of Visual Memory. Research Report 1/83.
Victoria Education Dept. (Australia).
REPORT NO.- ISBN-0-7241-4362-9

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Cognitive Processes; *Consonants; *Educational Research; Elementary Education; English; Grade 2; Grade 3; Grade 4; Learning Strategies; Memory; *Orthographic Symbols; *Spelling; *Spelling Instruction; *Visual Learning; Visual Stimuli; *Word Frequency; Word Recognition
IDENTIFIERS- Orthography

A study investigated the concept of visual memory and its relationship to the spelling process by examining the attempts of a group of Australian elementary school children to spell a selection of words containing silent consonants. Subjects, 360 second, third, and fourth grade students divided into three spelling ability groups, were given 20 words with silent consonants chosen from "The American Heritage Word Frequency Book" as a spelling task. The results indicated a statistically significant correlation between word frequency and correctness in spelling for each age group. Analysis of incorrect attempts indicated student knowledge of acceptable orthographic patterns and, in some cases, knowledge of the word's visual structure. Incorrect attempts contained initial silent consonants more often than medial or final silent consonants. The data supported the notion of developing a visual strategy for dealing with English orthography, acquired through experience with both written and oral language, and involving a knowledge of acceptable orthographic patterns. (Copies of the spelling tests used in the study are appended, with analyses.) (HTH)

DOCUMENT RESUME

ED 238 046 CS 504 463

VerLinden, Jay G.
The Judge as Metacritic: A Model for Judging Interpretation Events.
PUB DATE- 12 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Competition; *Evaluation Criteria; Evaluative Thinking; Higher Education; *Judges; Models; *Oral Interpretation; Secondary Education; Speech Communication
IDENTIFIERS- *Metacriticism

A metacritical judging model for contest oral interpretation that evaluates the performer's critical decisions is designed to meet three criteria: (1) it attempts to incorporate the advances of oral interpretation scholars outside the forensics community with the activity at forensics tournaments, (2) it recognizes that forensics competition is fundamentally a pedagogical activity, and (3) it recognizes that a forensic tournament is different from a public performance and calls for appropriately different behavior. To evaluate the fit between the literature, the performance, and the performer's critical judgment, the metacritical judge must view the interpretation as an argument. The judge evaluates both the introduction and the performance to determine whether claim, literature, and performance all support each other. The metacritic must also evaluate the worth of the introductory claim to determine if the critical thinking behind the performance is really interpretation or merely description. The most important implicatio for the metacritical model is the increased importance of the introduction to the judge's decision. Other implications include a call for interpretation-specific criticism from the judges rather than performance-specific criticism, a potentially greater depth fo the performers, and interpreters' recognition of the rhetoricity inherent in poetics. (HTH)

DOCUMENT RESUME

ED 238 062 CS 504 481

Kearney, Patricia; And Others
Power in the Classroom III: Teacher Communication Techniques and Messages.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Classroom Communication; *Classroom Techniques; *Communication Research; Elementary Secondary Education; Higher Education; Individual Power; Speech Communication; Speech Instruction; *Student Teacher Relationship; *Teacher Behavior; Teacher Characteristics
IDENTIFIERS- *Teacher Power

As part of a research project on teacher power in the classroom, a study examined behavior alteration techniques (BATs) and behavior representative messages (BAMs) used by elementary and secondary school teachers in classroom management. In the first phase of the study, 177 college students generated lists of BATs and BAMs, and then, working in groups, arranged them in categories. In the second phase, 18 BATs with sample BAMs were taken from the lists and used to generate an instrument that was administered to 204 public school teachers, who indicated how often they used each to get their students to change behavior and how effective they were in achieving this. They also indicated how often their students used the same techniques in getting them to change behavior. Results showed that the teachers relied primarily on reward-type BATs. They also reported that their students did not frequently employ any of the BATs to change teacher behavior. Potential predictors of differential teacher use of BATs were not found to be meaningful. (The list of BATs and BAMs is appended.) (FL)

DOCUMENT RESUME

ED 238 077 CS 504 500

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- American Indians; Annotated Bibliographies; *Communication Research; *Communication Skills; Discourse Analysis; *Doctoral Dissertations; Foreign Countries; News Media; *Persuasive Discourse; Politics; Religion; *Rhetoric; Social Action; Social Change; *Speech Communication; Verbal Communication
IDENTIFIERS- Friedan (Betty); Hegel (Georg Wilhelm Friedrich); McCarthy (Joseph)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) applying Burke's cluster-agon method to Betty Friedan's rhetoric; (2) the rhetoric of nonviolent action; (3) the president's wife as public communicator; (4) the identification and analysis of the three Aristotelian modes of proof in editorials written by two United States Virgin Islanders during the period 1915-1926; (5) evaluati a radio ministry in a local church; (6) the Nez Perce communication strategies in the 1855 Walla Walla conference; (7) network television rhetoric in the coverage of the Nigerian civil war; (8) the mix of traditional and nontraditional rhetorical considerations in enacting social change; (9) the rhetoric of F. Hegel's early writings; (10) media exposure, personal contact, and political tolerance in an international crisis; and (11) Joseph McCarthy as leader. (HTH)

DOCUMENT RESUME

ED 238 092 EA 015 760

Gutelman, Michel; and Others
Relations between Education and Technical Progress in Agriculture: Training of Specialists: The Sudanese Experience.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-41
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, France (Order No. S.20; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agricultural Education; Agricultural Occupations; Educational Development; *Educational Needs; *Educational Planning; Education Work Relationship; Foreign Countries; Higher Education; High Schools; Supervisory Training; Tables (Data); Technical Education; Technological Advancement
IDENTIFIERS- International Institute for Educational Planning; *Sudan

Focusing on the training of agricultural specialists (supervisors and operational technicians) in Sudan, this study identifies issues in the general agricultural situation and the type of agricultural development practiced there, the education system's output of technicians, and the degree of harmony between education and national needs. The potential for Sudan's agriculture is discussed and background data provided on the systems of agricultural production now being used, including farming by irrigation, by the mechanized rain-fed method, and by traditional methods. An assessment of Sudanese development plans and prospects emphasizes the types of training needed and forecasts the number of specialists that the educational system must be prepared to produce in order to meet future national requirements. A description of the approach to agricultural training within the Sudanese educational system shows how students are channeled into technical fields and details agricultural instruction at the senior secondary level, at agricultural institutes, and at Sudanese universities. Having established background on agricultural potentials and on educational frameworks, the research team compares the supply of agricultural

technicians with projected needs. They find inadequacies in national planning that result in deficiencies in the numbers of specialists, particularly in technicians in the field, in effective placement procedures for graduates, and in the inefficient use of trained personnel. (JW)

DOCUMENT RESUME

ED 238 107 EA 015 979

Schultz, Phyllis
Who Should Decide What Children Will Learn?
PUB DATE- Jan 84
AVAILABLE FROM- National Association of Elementary School Principals, 1920 Association Dr., Reston, VA 22091 (1 copy $0.50; 2-9 copies $0.45 ea., 10 or more copies $0.40 ea. Payment must accompany order)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTIONS- *Academic Freedom; Boards of Education; *Censorship; *Court Litigation; Curriculum; Elementary Secondary Education; *Federal Courts; Government School Relationship; Instructional Materials; Literature Reviews; *Public Schools; *School District Autonomy; School Libraries
IDENTIFIERS- PF Project

Several recent court cases on school censorship and control over the curriculum are summarized in order to draw implications for policy and action in these areas. Among the conclusions are: (1) private schools have more control over their curriculum than public schools; (2) the school library is a place where students may search for knowledge on their own and is therefore more protected from censorship than the classroom; (3) courts are very reluctant to interfere with a local school board's right to control the curriculum--such interference is warranted only when an attempt is made by the school board to control ideological or religious content; and (4) elementary and secondary teachers appear to have less academic freedom than university professors. Implications of these decisions for the rights of school boards, students, parents, and teachers are discussed. Recommendations for handling challenges to school materials are offered along with guidelines from the American Library Association for developing policies on selecting materials and dealing with challenges to materials. (DC)

DOCUMENT RESUME

ED 238 123 EA 016 216

Tsuji, G. K.; Wright, E. N.
The Upgrading of Basic Level Students to General Level Programs. A Preliminary Report, 1981-1982. Research Service No. 170.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-172-1
PUB DATE- May 83
AVAILABLE FROM- Publications Sales, Toronto Board of Education, 155 College Street, Toronto, Ontario M5T 1P6 Canada ($2.00 plus $1.50 handling charge, Canadian).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Achievement; Administrators; *Difficulty Level; *Educational Improvement; *Enrichment Activities; Foreign Countries; Graduation Requirements; School Counselors; Secondary Education; Secondary School Teachers; Summer Schools
IDENTIFIERS- Basic Level Programs; General Level Programs; *Ontario (Toronto)

This is a preliminary report on a longitudinal study of upgrading of Basic-level students to General-level programs. Toronto, Ontario, secondary school courses are offered at six levels of difficulty. The issue of upgrading is significant in the job market as those with General-level diplomas have advantages over those with Basic-level diplomas. Upgrading is defined as those processes designed to identify Basic-level students capable of General-level work, determine their suitability, and transfer them to General-level programs. A preliminary examination of the process reveals two primary findings: one, that the barrier between Basic and General levels is permeable, and two, that the permeability is achieved through a number of alternative paths. The process seems to be student-centered, with the upgrading path chosen to fit the requirements of each student. The students in this study were average to high achievers. Numerous tables are included. Subsequent reports will provide a longitudinal dimension to the study. (MD)

DOCUMENT RESUME

ED 238 138 EA 016 233

Leahy, Phillip E.
A Model Microcomputer Software Package for Educational Program-Oriented-Budgeting.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Budgeting; *Computer Oriented Programs; *Computer Programs; Data Processing; Design Requirements; Elementary Secondary Education; Input Output Devices; Merchandise Information; *Microcomputers; Purchasing; *School Accounting; School Districts
IDENTIFIERS- *Microcomputer Program Oriented Budgeting System; Vendors

The Microcomputer Program Oriented Budgeting System (MICROCOMP POB) is an accounts payable system intended for use in school districts. The system is based on the general principles of encumbrance accounting and the use of multiple account numbers. For each account number, the primary information provided consists of year to date balances for appropriations, adjustments, encumbrances, liquidations, expenditures, and balance. Updates to these balances occur through the entry of individual transactions that are stored for reference. The system requires no special programming knowledge and has wide use for any school district in the accounts payable area. Individual options are included in categories of account editing capabilities, vendor editing capabilities, and accounting procedures. Equipment for the operation of the system is specified and the procedures explained. The system produces two forms of output: screen displays and five kinds of printed reports. A budget printout is illustrated. A narrative description of the flow chart for the MICROCOMP POB System is provided, followed by the file structure and sample operator-machine transactions. (MLF)

DOCUMENT RESUME

ED 238 154 EA 016 250

Wegenke, Gary L.; Smith, David B.
Data Needs for Financial Planners.
PUB DATE- 29 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Budgeting; Community Attitudes; Cost Estimates; Decision Making; *Educational Finance; Educational Planning; Elementary Secondary Education; *Information Needs; News Media; Retrenchment; *School Budget Elections; School Districts; School District Spending; School Personnel; School Taxes
IDENTIFIERS- Joint Committee on Standards for Educ Evaluation; *Michigan (Lansing)

Documents and data prepared by Lansing, Michigan, planners in order to influence decision-makers are highlighted in this discussion of a 5-month millage election project. Financial planners involved stated that data collected and disseminated for a budget decision must be understandable to a nontechnical audience, credible, timely, and accepted as time-bound and subject to change. After a Board of Education resolution to develop a 3-year financial plan, a planning team listed questions translating its intent into dollar terms. Fiscal data were validated by an outside auditing firm. A fiscal review and analysis document showed factors affecting current and projected revenues and expenditures and demonstrated that the current program could operate with a millage rate renewal. A review of the district's fund balance emphasized that tight management would be necessary. Surveys assessed community attitudes toward the schools and the tax proposal, and press involvement facilitated communication. The paper concludes that data provided were effective and that the successful financial planner must: marshal the district's "thinking power" to examine alternatives; present fiscal trends in an understandable form; establish ongoing financial review and analysis processes; document data in a retrievable format; translate personnel costs into economic positions for bargaining units; and foresee the future while balancing fiscal needs with quality education. (MJL)

DOCUMENT RESUME

ED 238 232 EC 161 148

Carpenter, Linda J.
Bilingual Special Education: An Overview of Issues. Professional Papers.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Bilingual Education; Court Litigation; *Disabilities; Individualized Education Programs; Legal Problems; *Limited English Speaking; *Minority Groups; Parent Participation; Special Education; *Student Evaluation

The paper analyzes issues in bilingual special education and identifies knowledge gaps in the provision of appropriate education to exceptional minority students. The legal bases of bilingual education and special education are reviewed and the intersection of legal issues in bilingual special education is noted. Definitions of the population are explored, as are prevalence figures for minority, handicapped, and minority handicapped students. The need for a coherent data collection plan is emphasized. Assessment and placement considerations are considered, with discussion on the role of culture free tests, adaptive behavior scales, criterion referenced tests, and translated tests. Probelms cited include knowledge about how cultural differences may influence child performance on assessments and unavailability of non-English language instruments. Programing considerations, including student participation, parental involvement, exit criteria, and program options are examined for bilingual education, special education, and bilingual special education. A final section cites future research directions in nondiscriminatory evaluation, multidisciplinary team decisionmaking, development of individualized education programs, and parental participation. (CL)

DOCUMENT RESUME

ED 238 249 FL 014 102

Final Report on ESL Instruction for Adult Immigrants from North & Central America.
Spanish Speaking Community of Maryland, Inc.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Mar 83
CONTRACT- 300-81-0379
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Acculturation; Achievement Gains; *Adult Education; Attendance Patterns; Daily Living Skills; Educational Needs; Employment Level; *English (Second Language); Federal Programs; *Hispanic Americans; Language Skills; *Outreach Programs; Program Descriptions; *Refugees; Second Language Programs; Spanish Speaking; Student Characteristics; Student Motivation
IDENTIFIERS- Maryland

A federally funded program in English as a Second Language involving 516 North and Central American immigrants in two Maryland suburbs of Washington, D.C., is described. The instruction began in 1981 in three public schools, and had good attendance and high student motivation. The following aspects of the program are outlined and discussed: (1) outreach efforts, including a newsletter, mail and telephone contacts, and distribution of information at community locations and through community service organizations; (2) the demographic characteristics of the participants (sex, age, nationality, county of residence, employment status, trade skills, English proficiency, and formal education); (3) curriculum emphases and priorities; (4) anecdotal accounts of participant improvement; (5) agencies assisting the program; (6) participant improvement in English language skills; (7) participant improvement in life skills; (8) participant enhancement of employment status; and (9) remaining educational, occupational, and social needs. Performance objectives for five units of survival skills training and forms related to the program are appended. (MSE)

DOCUMENT RESUME

ED 238 264 FL 014 129

Higgs, Theodore V., Ed.
Teaching for Proficiency, the Organizing Principle. The ACTFL Foreign Language Education Series.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
PUB DATE- 84
AVAILABLE FROM- National Textbook Company, Lincolnwood, IL ($12.95)
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTIONS- Adult Education; Case Studies; Classroom Environment; *Competency Based Education; Cultural Education; *Curriculum Development; Definitions; *Educational Objectives; *Educational Strategies; Higher Education; Inservice Teacher Education; *Language Proficiency; Preservice Teacher Education; Public Agencies; *Second Language Instruction; *Teaching Methods; Testing
IDENTIFIERS- American Council on the Teaching of Foreign Langs; Foreign Service Institute DC; Interagency Language Roundtable

A collection of reports and case studies of second language instruction for proficiency includes: "Language Teaching and the Quest for the Holy Grail" (Theodore V. Higgs); "The ACTFL Proficiency Guidelines: A Historical Perspective" (Judith E. Liskin-Gasparro); "The Proficiency-Oriented Classroom" (Alice C. Omaggio); "Curriculum Development at the Foreign Service Institute" (Earl W. Stevick); "Proficiency Testing for the Other Language Modalities" (Jerry W. Larson, Randall L. Jones); "Doing the Unthinkable in the Second-Language Classroom: A Process for the Integration of Lanuage and Culture" (Linda M. Crawford-Lange, Dale L. Lange); "Preservice and Inservice Teacher Training: Focus on Proficiency" (Judith A. Muyskens); and "Proficiency Projects in Action" (Reynaldo Jimenez, Carol J. Murphy). Appended materials include the ACTFL (American Council on the Teaching of Foreign Languages) Provisional Proficiency Guidelines (Generic) and the Interagency Language Roundtable Level Definitions. Indexes to persons, topics, and institutions cited are also included. (MSE)

DOCUMENT RESUME

ED 238 280 FL 014 145

Mellgren, Millie
Applying Microcomputers in the Foreign Language Classroom: Challenge
and Opportunities.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy;
Computer Programs; Elementary Secondary Education; *Microcomputers
*Second Language Instruction; Simulation; Student Attitudes; Studen
Motivation; Surveys; *Teacher Attitudes; *Teacher Education;
Testing; Use Studies

Surveys indicate that while most elementary and secondary school teachers have access to microcomputers, the majority have not applied computer technology in their classrooms. Some teachers are apprehensive and negative toward computers, but in many cases this reflects a lack of information and training and a perceived shortag of software more than a rejection of computer applications. Computers are effective in producing a variety of instructional aid (drill and practice, tutorials, testing, simulations, games, and dialogue), creating positive learning experiences, and improving student attitudes. The unique feedback, variety, and efficiency of microcomputers applied in classrooms offer significant challenges and opportunities to teachers and students to grow along with technology in foreign language education. (Author/MSE)

ED 238 047 CS 504 464

Oseguera, A. Anthony
Television Criticism: A Deca-Approach.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches
Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Analysis; Film Criticism; Linguistics; Litera
Criticism; Mythology; *Research Methodology; Rhetorical Criticism
Semiotics; *Television; *Television Research
IDENTIFIERS- Phenomenology; *Television Criticism; *Theory
Development

Noting that one of the greatest criticisms of television is the lack of television criticism itself, this paper proposes a multidimensional approach to the subject, based on current forms of criticism and theory. The 10 forms of criticism or theory discussed in the paper are (1) rhetorical criticism, (2) dramatic criticism, (3) literary criticism, (4) cinematic criticism, (5) content analysis, (6) myth, (7) linguistics, (8) semiotics, (9) phenomenalism, and (10) phenomenology. Each discussion reviews the background of the criticism or theory form and its specific applications to television. (FL)

ED 238 063 CS 504 482

Levesque, Cynthia
Drug Advertising and the FDA.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-484
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Advertising; Business; *Business Responsibility; *Consumer Protection; Disclosure; *Drug Legislation; *Mass Media Effects; Medicine; *Merchandise Information; News Media; Organizational Communication; Propaganda
IDENTIFIERS- Eli Lilly and Company; *Food and Drug Administration; Media Role; Oraflex; Prescription Drugs

With increases in consumer focused advertising for prescription drugs, the Federal Drug Administration has renewed efforts to protect the public from false advertising. In 1982, it charged that the press kits Eli Lilly and Company distributed to reporters on its new antiarthritis drug, Oraflex, misrepresented the product. It recommended that Lilly both remove its claim that the drug halted or reversed arthritis and add a list of possible serious side effects from the drug, such as liver damage. Lilly, however, failed to respond. When criticized by a House of Representatives subcommittee for its slowness in acting, the FDA responded that it was prevented by the First Amendment from taking serious action against Lilly until the press release was proven to be misleading the public. The FDA's clinical investigations office then recommended prosecuting Lilly for failing to report adverse reactions on four drugs, including Oraflex. Although withdrawing the drug from the market, the company continued to maintain that its press kit was accurate and balanced. The FDA is also having difficulty regulating the promotion of drugs awaiting FDA approval. Since preclearance of ads is not required, it is unclear how to remedy ads found to be misleading. The FDA continues, however, to study and to try to control direct-to-consumer drug advertiseme (MM)

ED 238 078 CS 504 501

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Advertising; Annotated Bibliographies; *Communication (Thought Transfer); *Communication Research; Content Analysis; Discourse Analysis; *Doctoral Dissertations; *Learning Theories; Literature; Older Adults; *Persuasive Discourse; Problem Solving; *Rhetoric; Social Influences; Writing Instruction; Written Language
IDENTIFIERS- *Theory Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) how speech acts in advertisements relate to the purpose of selling merchandise; (2) the use and evaluation of accounts in problematic episodes; (3) rhetoric as a way of knowing; (4) the social influence process in attitude change; (5) evidence usage in persuasion; (6) a theory and philosophy for composition; (7) patterns of communication among institutionalized elderly persons; (8) Kinneavean discourse theory and the written response to literature; (9) a rhetorical defense of the writing center; and (10) rhetoric and geographers' worlds. (FL)

ED 238 093 EA 015 761

Bordia, Anil
Planning and Administration of National Literacy Programmes: The Indian Experience.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-47
PUB DATE- 82
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. R.64; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; Adult Literacy; Educational Development; Educational Objectives; *Educational Planning; Foreign Countries; Illiteracy; *Literacy Education; Management Systems
IDENTIFIERS- *India; International Institute for Educational Planning; *Literacy Campaigns; National Adult Education Programme (India)

In reporting the history and status of the National Adult Education Programme of India (NAEP), a five-year literacy campaign (1979-84) that was designed to educate approximately 100 million persons, this study emphasizes the program's preparatory phase and its monitoring/evaluation systems. After a survey of the literacy needs and past literacy programs in India, the steps in the formation of NAEP--including delimiting target populations (primarily rural women) and the duration of instruction--are traced from the program's conception in 1977. The planning phase also traces the involvement of government and voluntary agencies in instructional and administrative roles and the establishment of local resource centers. The review of the goals and priorities contains an overview of administrative structures at the local, state, and national levels, which were coordinated to aid administrative communication and complement program objectives. The systems of monitoring and

evaluation are plotted in four areas: inhouse monitoring of management decisions and information; assessment of field programs, including instructional materials and staff performance; governmental appraisals of overall program effectiveness; and continuing evaluation of student progress. Areas of research progress are listed, as are those needed for program improvement. A general appraisal gives enrollment data and summarizes the achievements and weaknesses of the program. The NAEP policy statement and objectives are included in appendixes. (JW)

ED 238 108 EA 015 981

Raze, Nasus
Merit Pay and Master Teachers. SMERC Alert! Information for Professional Excellence.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Trends; Elementary Secondary Education; Improvement Programs; Literature Reviews; *Master Teachers; *Mentors; *Merit Pay; National Organizations; *Program Attitudes; Resource Materials; State Programs; *Teacher Improvement; Teacher Salaries
IDENTIFIERS- *California Mentor Teacher Program; PF Project

An overview is presented of the California Mentor Teacher Program (signed into law in July, 1983) and the related issues of merit pay and master teachers. The operation of the Mentor Teacher Program, the first statewide program of its kind, is briefly described. The program is said to be an outgrowth of the merit pay and master teacher movements; therefore, lessons learned from these movements could be relevant to the mentor program. Issues involved in merit pay are listed including four objections raised by opponents and five characteristics which are common to successful merit pay programs. The master teacher concept and the controversy it has caused are summarized along with the description of a master teacher program which has been proposed by the governor of Tennessee. The opinions of several national organizations, national task forces, and Education Secretary Terrel Bell are presented on these issues. A four-item bibliography on merit pay is included. (DC)

ED 238 124 EA 016 217

Jessup, Dorothy K.
Teacher Unionism and Its Impact: A Study of Change Over Time. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-9-0165
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Arbitration; *Collective Bargaining; Elementary Secondary Education; *Employer Employee Relationship; Labor Demands; *Labor Relations; Negotiation Agreements; Professional Autonomy; Teacher Administrator Relationship; *Teacher Associations; *Teacher Militancy; Teacher Strikes; Teacher Welfare; Teaching Conditions; *Unions
IDENTIFIERS- American Federation of Teachers; New York

An intensive two-phase study of teachers' unions in three small school districts in southern New York State over a 10-year span investigates the changes within the union movement and assesses the impact of unionization on the school systems. The study discloses that teachers' organizations and the collective bargaining process are subject, over time, to internal and external constraints that restrict the scope and direction of union activity to teacher welfare issues, despite the sincere interest of leaders and members in substantive professional concerns. Internal constraints include the need for membership unity and for support from statewide labor organizations, while external constraints range from budgetary limitations to school board opposition to encroachment on their sphere of authority. These constraints may be counteracted by a strong commitment to professional goals by the union leadership, along with rank and file involvement in such issues. The impact of unionization in these school districts is generally beneficial: (1) greater teacher participation in decision-making facilitates workable solutions to problems; (2) administrators' fears about the union protecting incompetent teachers are largely imaginary; (3) although it limits administrators' flexibility, a contract clarifies rights and responsibilities; and (4) communication is enhanced among teachers, administrators, and school boards. (TE)

ED 238 139 EA 016 234

Seaberg, John J., Jr.; Ramirez, Ernest E.

Interpersonal Behavior and Leader Behavior Characteristics of Business Administration and Educational Administration Graduate Students.

PUB DATE- 12 Apr 83
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; *Behavior Rating Scales; Interaction; Interpersonal Competence; *Interpersonal Relationship; *Leadership; Personality Traits; Statistical Analysis
IDENTIFIERS- *FIRO B Scale; Fundamental Interpersonal Relations Orientation; *Leader Behavior Description Questionnaire; Schutz (William); Stogdill (R M)

This study investigates the relationship between interpersonal behaviors and leader behaviors for present and prospective leaders in business administration and educational administration. Interpersonal behavior characteristics are measured by Schutz' FIRO-B (Fundamental Interpersonal Relations Orientation--Behavior) Scales, while leader behavior characteristics are measured by Stogdill's Leader Behavior Description Questionnaire XII. Populations consist of business administration graduate students and educational administration graduate students enrolled in the College of Business Administration and Education in a large (urban) southwestern state-supported university. Samples consisted of 83 business administration and 71 educational administration students; 106 were males, 48 were females. "Expressed Inclusion" was the most powerful leader behavior for the 154 respondents, for it was significantly related to 8 of 12 leader behavior characteristics. The least powerful predictors of leader behavior characteristics were "Expressed Affection" and "Wanted Affection." The findings demonstrate that "Expressed Inclusion" and "Wanted Inclusion" must be satisfied first before a person takes care of "Control" and "Affection." Tables are included in an appendix. (Author/TE)

ED 238 155 EA 016 252

Van Dusseldorp, Ralph
Handbook for the Principal Internship. Revised.
Alaska Univ., Anchorage. School of Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; Administrator Evaluation; Administrator Guides; Administrator Role; Administrator Selection; Educational Administration; Elementary Secondary Education; Inservice Education; *Internship Programs; *Management Development; On the Job Training; *Principals; Professional Training; Program Guides
IDENTIFIERS- *Alaska

This handbook is intended to aid principals and professors in supervising interns, and to guide the interns themselves in fulfilling (Alaska) state requirements for certification as a principal. The primary purposes of the internship are (1) to provide students with the opportunity to gain experience applying the theories, procedures, and skills learned in class to real-life situations, and (2) to serve as a final screening process for certification. Topics covered include requirements for admission to and fulfillment of the program; procedures to follow; responsibilities of intern, principal, and professor; internship activities; and guidance for supervising principals. The following forms are provided at the end: internship activity plan and checklist; activities for intern involvement (in detail); application for admission to principal internship; critical incident form; and intern evaluation form. (TE)

ED 238 233 EC 161 150

Witt, Joseph C.; And Others

Home Based Reinforcement: Behavioral Covariation between Academic Performance and Inappropriate Behavior.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Behavior Modification; *Behavior Problems; Grade 4; *Home Programs; Intermediate Grades; Intervention; Parent Participation; Parent Teacher Cooperation; *Reinforcement; *Underachievement

A home-based reinforcement program was instituted with three underachieving fourth graders who exhibited inappropriate behavior. Each day the children brought home a workbook assignment indicating percentage of correct responses and parents provided reinforcement for correct items and for improvement over time. Effectiveness on completion of daily assignments and performance of inappropriate behavior was examined via visual inspection and interrupted time-series analysis. Parents received initial training in implementing the reinforcement program along with a book outlining similar procedures. In addition, weekly followup contacts were made. All students improved on both behavioral and academic performance. Academic performance covaried with the levels of corresponding inappropriate behavior of target students. The simplicity of the intervention was stressed. (CL)

ED 238 250 FL 014 103

ESL Training for Haitians in the State of Florida. Final Summary Report.

Phelps-Stokes Fund, New York, N.Y.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 300-81-0143
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Acculturation; Adult Education; Attendance Patterns; Counseling Services; Daily Living Skills; *English (Second Language); Enrollment; Federal Programs; *Haitians; Job Skills; Language Skills; *Outreach Programs; Philanthropic Foundations; Program Descriptions; *Refugees; Second Language Programs; *Social Integration
IDENTIFIERS- *Florida

A federally-funded program of English as a Second Language training and counseling services to encourage assimilation of Haitian immigrants in Florida is described. The unique needs and characteristics of the population served and the varied communities affected are discussed, and the five cooperating institutions (four colleges and one Catholic Center) are listed. The services and activities offered through the organizations are outlined, including a minimum of 30 hours per week of English language training, language laboratory work, counseling, and cooperative program or vocational education. Additional program aspects discussed include staffing, program differences across the five institutions, links with the business community, enrollment and attendance problems and efforts at improving them, and attempts to maintain community contact. The lecture schedule and enrollment figures for the three cycles of each program segment are appended. (MSE)

ED 238 265 FL 014 130

Liskin-Gasparro, Judith E.
The ACTFL Proficiency Guidelines: A Historical Perspective.
PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTIONS- *Competency Based Education; Cultural Education; Educational History; Educational Objectives; *Educational Strategies; *Guidelines; *Language Proficiency; Listening Skills; Professional Associations; Reading Skills; *Second Language Instruction; *Sequential Learning; Speech Skills; Writing Skills
IDENTIFIERS- *American Council on the Teaching of Foreign Langs

In November 1982, the American Council on the Teaching of Foreign Languages (ACTFL) published the ACTFL Provisional Proficiency Guidelines, a series of descriptions of proficiency levels for speaking, listening, reading, writing, and culture in a foreign language. The history, origins, objectives, and implications for language teaching of those guidelines are examined to give a sense of the current interest in proficiency as the organizing principle of foreign language study. The antecedents of the proficiency guidelines are traced from ancient history through the twentieth century, when intensive language instruction became of interest. The effects of the intensive language teaching efforts are chronicled in government and academic instruction after World War II. The beginning and expansion of post-war oral proficiency testing outside the government through Foreign Service Institute testing kits are described, and the immediate antecedents of the ACTFL Guidelines are outlined. Finally the place of the ACTFL Guidelines in the proficiency-oriented program, and future directions, are briefly discussed. (MSE)

ED 238 281 FL 014 146

Benya, Rosemarie A.; Myer, Bettye L.
Foreign Language Arts in the Grades: A Conceptual Approach

(F.L.A.G.).
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Concept Formation; Curriculum Development; Educational Objectives; *Educational Strategies; *Elementary Education; *Interdisciplinary Approach; Program Development; *Program Implementation; *Second Language Programs; Teacher Qualifications

Although three types of foreign language program exist in elementary schools (immersion, partial immersion, and core courses), there is no conclusive evidence as to what length of instruction time results in greater student achievement. A logical approach to foreign language teaching at the elementary level is one that integrates foreign language learning, concept development, and cross-cultural understanding. Foreign Language Arts in the Grades (FLAG) is designed with concept development as a primary goal. Concept development is the process of generalizing or creating abstract categories. The teacher helps this generalization process through carefully constructed questions in the native language, leading the children through a discovery process. The inquiry process relates both to the language structures being learned and to other concepts being developed in other subject areas. Curriculum planning in FLAG involves decisions in seven areas: selection of concepts, long-term goals for concepts and language proficiency, relationships of concepts to children's world, development of minimal objectives for language proficiency and concept development, utilization of resources and materials, evaluation techniques, and sequencing and articulation. A team effort between the classroom teacher and foreign language teacher can result in a richer overall program. (MSE)

ED 238 048 CS 504 465

Diez, Mary E.
Communicative Competence: A Review of Approaches.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Skills; Interdisciplinary Approach; *Interpersonal Competence; *Language Usage; Listening Skills; *Psycholinguistics; *Sociolinguistics; Speech Acts; Speech Communication; Speech Skills
IDENTIFIERS- Communicator Style

Noting that in different disciplines the study of communicative competence has focused to varying degrees on referential, social, and directive functions of communication, this paper reviews the three major traditions using the term. The first section of the paper reviews the sociolinguistic tradition, which views communicative competence as situational, interactional, functional, and developmental. The second section discusses the referential tradition, which is concerned with role-taking, comparison skills, and propositional meaning. The third section examines the speech communication tradition, focusing on two strands--social perspective taking and effectiveness of communicator style--and a third strand, restricted to communication education, that has attempted to delimit specific skills appropriate for testing competence within the school. The paper then uses arguments from speech act theory regarding the links between referential and social meaning to argue the need for an interactional definition of communication competence linking referential, social, and structuring aspects of continuing discourse. It concludes with a discussion of the implications of such an integration. An extensive bibliogrpahy is included. (FL)

ED 238 049 CS 504 466

Myers, Jeanette S.; St. Lawrence, Theodora J.
Drama as a Catalyst for Establishing New Modes of Classroom Interaction: An Anthropologist's Assessment.
PUB DATE- 15 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; *Behavior Patterns; *Child Development; *Classroom Communication; Classroom Environment; Classroom Research; Cognitive Development; Creative Activities; Cultural Influences; *Drama; Educational Anthropology; Elementary Education; Sex Role; Social Cognition; *Student Participation; *Teacher Role
IDENTIFIERS- *Improvisation

Videotape recordings and transcriptions of sequences of drama sessions in 10 elementary classrooms were analyzed to explore the utility of an anthropological perspective in assessing the nature of children's participation in improvisational drama project activities. Approximately 270 children and their teachers received seven and one half hours of drama sessions over a period of eight weeks in their individual classrooms. Analysis of the videotaped materials revealed four variables that had an impact on the project as it unfolded: children's cognitive and social developmental level; regional social-cultural context; the culture of the school as manifest in the classroom; and the teacher's role in the project. It was found that children needed a knowledge from which to draw on and the necessary social competencies required to actualize that knowledge to participate in drama in a meaningful way. The aspect of the regional and working class culture that was most apparent was the traditional definition of sex roles, that is, male dominance and female passivity. The instructional system and peer social codes were often observed as constraints to behavior. Finally, the role of the teacher was seen as critical, for without meaningful teacher participation, little was accomplished. (Excerpts of the transcripts of classroom sessions are included.) (HOD)

ED 238 064 CS 504 483

Keller, Jo E.; Switzer, David E.

The Evaluation of Teaching Effectiveness: The Implications of Different Perspectives of Traditional and Nontraditional Students.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Classroom Communication; College Students; Content Analysis; Educational Research; Educational Trends; Higher Education; *Nontraditional Students; Speech Communication; *Student Attitudes; Student Characteristics; *Student Evaluation of Teacher Performance; Student Needs; *Student Teacher Relationship; *Teacher Effectiveness; *Teacher Role

With increasing numbers of nontraditional students (25 years or older) enrolling in college classes, it is important for educators to understand how these students' perceptions of teaching effectiveness may differ from those of the more traditional university population. To discover the categories traditional and nontraditional students use in their evaluation of teachers, 22 traditional and 13 nontraditional students from required communication courses were asked to describe the best teacher they ever had. Content analysis of the descriptions was based on a classification system placing constructs in one of four mutually exclusive categories: psychological, teacher role, teacher student interaction, and other. Analysis revealed that nontraditional students placed more emphasis on personality and interaction dimensions and less importance on role related behaviors than did younger students. Faculty need to be informed of the different needs and expectations of the changing student population. By giving prompt, specific, and descriptive rather than evaluative feedback, teachers can help satisfy this nontraditional group's urgent need to define themselves as potentially successful students. (MM)

ED 238 079 CS 504 503

Isenhart, Myra W.
Passages: Rafting the Green River as an Analogy to the Mid-Life Transition.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Development; *Course Content; Course Descriptions; Experiential Learning; *Field Trips; Group Discussion; Higher Education; *Midlife Transitions; *Self Actualization; Self Evaluation (Individuals); *Speech Communication
IDENTIFIERS- Analogies; *Colorado Outward Bound School

To help adults develop an awareness of midlife issues, to encourage personal acceptance of the transition, and to introduce appropriate coping skills, a speech communication course was designed that relied on river trip activities to develop insights about this passage. The vehicle for the seminar was a four-day raft trip down the Green River, sponsored by the Colorado Outward Bound School. Several months before the course, participants were informed about midlife transitions (changes in biological conditioning, the sequence of generations, and evolving careers) and given an annotated bibliography on midlife. During the course, group discussion drew attention to the analogies between the river passage and midlife transition: (1) the current of the river is like adult development which can be anticipated but never completely controlled, (2) submerged rocks below the surface of the river are like stressful periods in the transition that often present themselves first as smooth nonevents, and (3) the circular currents of water reflect the sense of limitless time when no progress appears possible. Specific attention was also given to the communication skills of listening, confrontation, and teamwork. One difficulty of the course, however, was that the timing and spacing of the seminar units were entirely dependent on the ability of the staff to predict and produce river activities that were meaningfully integrated with the seminar. Nevertheless, unsolicited letters from participants confirmed the value of the course. (HOD)

ED 238 094 EA 015 763

Palaich, Robert; And Others
State Legislative Voting and Leadership: The Political Economy of School Finance.
Education Commission of the States, Denver, CO. Education Governance Center.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-WP-1
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Decision Making; Educational Finance; Educational Legislation; Elementary Secondary Education; *Finance Reform; Hospitals; Leadership; *Legislators; Models; Policy Formation; Political Influences; Political Issues; *Politics of Education; *State Legislation; State School District Relationship; Tables (Data)
IDENTIFIERS- Certificate of Need; Logit Analysis; *Voting Behavior

An exploration of the decision-making processes of state legislators on public school finance issues focuses on major school finance changes that occurred in Michigan in 1973 and in Washington and Missouri in 1977. Roll call votes, primarily in the lower chambers of the state legislatures, on both selected amendments and the complete versions of the bills are examined. The influence and characteristics of those legislators who were instrumental in pushing the three major pieces of legislation through the legislative process in each of the three states are also examined. The final comparison, to check if legislators respond in a consistent manner to economic and political forces in their districts across different issues, is of state certificate-of-need legislation of the health care industry in Washington in 1971 and in Missouri in 1977. Chapters 1 and 2 examine the relevant legislative voting behavior literature and set out the expectations for each of the major theories governing the field. Chapter 3 describes the methodology; chapters 4, 5, and 6 describe the results of the analysis of school finance votes in the three states. Chapter 7 presents the results of the policy leadership analysis. Chapter 8 describes the results of the comparative analyses that were undertaken. And finally, chapter 9 presents a synthesis of the results and the conclusions that can be drawn. (MLF)

ED 238 125 EA 016 218

Huff, Anne S.; Pondy, Louis R.
Issue Management by School Superintendents: Final Report. Part I.
Illinois Univ., Urbana. Dept. of Business Administration.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0152
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Content Analysis; Data Collection;
Decision Making; Educational Administration; Educational Change.
Elementary Secondary Education; Organizational Theories; *Policy
Formation; *Research Methodology; *School Districts; *Superintendents
IDENTIFIERS- *Issues Management; Organizational Research

This executive summary of a research project explores the general question of how school districts change their domains through the management of major proposals ("issues"). The study, which focused on case studies of three suburban superintendents' management of five to seven major issues, used raw data consisting of interviews with superintendents and other participants, observations of board of education and administrative committee meetings, administrative documents, and newspaper articles. The data were collected and subjected to a six-level method of qualitative analysis in which increasing levels of analytical abstraction were applied, culminating in a general model of issue management and domain. Summaries of project output and papers either in draft or printed separately in part two of this report are included. The study has brought to light major themes including effective issue managers' avoidance of surprising their constituents, the importance of administrative mechanisms, rehearsal as a key aspect of issue framing, and incremental reframing of issues. Cited as methodological contributions to the project are computer assistance in qualitative research, content analysis strategies such as word count and analysis of the subject's causal assertions to derive a "mental map," and informant collaboration in interviews. The report concludes with a description of future projects and an appendix on data reduction procedures. (MJL)

ED 238 140 EA 016 235

Natriello, Gary; Cohn, Marilyn
Beyond Sanctions: The Evolution of a Merit Pay System.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- Accountability; Administrator Role; Educational Administration; Elementary Secondary Education; Faculty Handbooks; *Merit Pay; *Merit Rating; Organizational Theories; Personnel Policy; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Teacher Morale; *Teacher Salaries; Teaching Conditions

The development of a merit pay system in effect since 1953 in a suburban school district is discussed in light of district records and interviews with administrators and teachers. A key element of the system is a standing committee for evaluation of the program, consisting of the superintendent, teacher-elected representatives, and one administrator elected by principals. The operation of the program is described in terms of Dornbusch and Scott's model of evaluation and authority in organizations, which posits six stages of activity in the evaluation process--task assignment, criteria setting, sampling, appraisal, feedback, and planning for improvement. Changes in the system in response to such forces as legal decisions, increased knowledge of effective teaching, and pressure from teachers for refined evaluation criteria have generally resulted in better articulated evaluation procedures. Ten district elementary school teachers interviewed all favored the merit system over evaluation and pay programs, citing as its strengths monetary reward for superior performance, a climate of professionalism, and improved instruction. The teachers perceived subjectivity in evaluations, ambiguity of feedback, and resulting morale problems as weaknesses of the program. Further study of this system is in progress. (MJL)

ED 238 156 EA 016 253

Student Transportation Mandate. A Report and Preliminary Recommendations.

Illinois State Board of Education, Springfield.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Ancillary School Services; *Bus Transportation; Commuting Students; Elementary Secondary Education; School Buses; School District Autonomy; State Boards of Education; State Legislation; *State School District Relationship; State Standards; Statewide Planning; *Student Transportation
IDENTIFIERS- *Illinois

As part of a comprehensive study of all mandates placed by the state of Illinois on elementary and secondary education, an analysis was undertaken of the student transportation mandate in its historical perspective, inquiring into its original purpose, how well that purpose has been served, whether the mandate is still needed, and whether a differently defined or implemented mandate would yield the desired result. Research methods included review of legislative documents, telephone surveys of school districts in and out of state, and examination of statistical records on attendance and transportation costs. Based on this research, it is recommended that the current mandate be repealed, to be replaced by state reimbursement of local transportation services. The mandate's original purpose--to remove barriers to school consolidation--has largely been accomplished, and school districts willingly provide transportation whether they are covered by the mandate or not. Furthermore, the mandate does little to encourage efficiency or responsiveness to local needs. Appendixes include the text of pertinent Illinois Revised Statutes, a survey of student transportation in other states, a comparative safety chart, and the state transportation reimbursement formula. (TE)

ED 238 234 EC 161 151

State Board of Education Rules for Handicapped Students (Including Federal Regulations and State Law).

Texas Education Agency, Austin. Div. of Special Education.

PUB DATE- Sep 83

AVAILABLE FROM- Texas Education Agency, Publications Distribution Office, 201 E. Eleventh St., Austin, TX 78701 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Definitions; *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Legislation; *Financial Policy; *State Boards of Education; State Legislation; Teacher Qualifications

IDENTIFIERS- *Texas

The handbook outlines Texas State Board of Education (SBOE) rules regarding the education of handicapped students. A chart format is used to present applicable Federal regulations, state law, and SBOE rules. The following topics are among those considered under clarifications of definitions in federal regulations and state law: handicapped students; intermediate educational units; qualifications of special education personnel; professional support personnel; related services personnel; paraprofessional personnel; related services; participation in regular educational programs; use of Federal funds; age ranges for student eligibility; Admission, Review, and Dismissal (ARD) Committee; parent participation in ARD meetings; content of the individual educational plan; surrogate parents; child identification; and comprehensive individual assessment. Funding topics are also examined, including basic and supplemental allocations, early childhood intervention, and regional education service centers. (CL)

ED 238 251 FL 014 104

Jackson, William E.
United Way of Dade County, Inc. ESL/HELP (English as a Second

Language/Haitian Hispanic Employability Language Project). A Summar
Report.
United Way of Dade County, Inc., FL.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-81-0142
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Acculturation; Administrative Organization; Adult
Education; Community Colleges; Community Cooperation; Cooperative
Programs; Counseling Services; *Cubans; Curriculum; Databases; Data
Collection; Day Care; *Employment Potential; *English (Second
Language); Federal Programs; *Haitians; Job Search Methods; Outreac
Programs; Program Descriptions; *Refugees; Second Language Programs
Student Recruitment; Student Transportation; *Vocational Education
IDENTIFIERS- *Florida; Miami Dade Community College FL

A federally funded comprehensive skills development and job placement program for Cuban and Haitian immigrants to Florida is described. The cooperative program of the United Way of Dade County, Inc., Miami-Dade Community College, the Spanish American League Against Discrimination, and Coalition for Progress served 8,916 refugees. Aspects of the program outlined and discussed include (1) an introduction to the evaluation of the program, (2) a description of its intent, (3) program objectives, (4) management structure, (5) development of a computer database for management and recordkeeping, (6) day care and transportation provisions, (7) recruitment and referrals, (8) counseling services, (9) criteria for determining student self-sufficiency, (10) curriculum components and tracks, (11) linkages with public and private organizations, (12) services provided by Miami-Dade Community College, (13) other cooperating agencies, (14) employability assessments, and (15) findings and recommendations. Expenditure data, anecdotal accounts of student success, and other statistics and supporting data are appended. (MSE

ED 238 266 FL 014 131

Omaggio, Alice C.
The Proficiency-Oriented Classroom.

PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adult Learning; Class Activities; *Competency Based Education; *Educational Strategies; *Language Proficiency; Learnin Theories; *Second Language Instruction; Teaching Methods

It is suggested that the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) are ideally suited for organizing classroom instruction because they are experientially rather than theoretically based, progressive, and provide a means for defining what it means to "know" a language. This last issue is dicussed in terms of adult language learning. Th bulk of the report is devoted to sample classroom activities, illustrating language learning principles and including examples of language practice in a variety of contexts likely to be found in th culture, eleven activity formats for meaningful precommunicative drills (word association, forced choice, matching, logical conclusions, logical questions, definitions, completions and cloze adaptations, direct and indirect translation, visual-based exercises, slash sentences, and sentence combining), approaches to eliciting student meaning early in instruction (personalized sentences, questions, true/false exercises, and sentence builders), and group activities (puzzles, decision-making, mingling, interview and conversations, and situational role-plays). Other suggestions for encouraging authentic language use, linguistic accuracy, recognition of students' affective as well as cognitive needs, and cultural understanding are also discussed. (MSE)

ED 238 282 FL 014 147

Ballinger, Robert L.; Ballinger, Virginia S.
Teaching Foreign Language in Style: Identifying and Accommodating Learner Needs.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Classroom Techniques; *Cognitive Style; *Cognitive Tests; *Learning Processes; *Second Language Instruction; *Student Needs
IDENTIFIERS- Learning Style Inventory

An approach to developing materials and activities based on learners' individual needs begins with administration of the Learning Style Inventory, an instrument that identifies 32 factors related to student learning in four stimuli groups: environmental, emotional, sociological, and physical. With the printout of each student's learning style comes a composite of the class' styles. The curriculum for each class can be adapted to accommodate the needs of the individuals in it. Materials developed for each student can be saved for later students who are likely to benefit from the same format. Case studies of student learning styles and material adaptations for them indicate how different the teacher's approach can be for each individual, and how it can promote achievement and self-confidence. (MSE)

DOCUMENT RESUME

ED 238 296 FL 014 162

de Silva, Maria Antonieta Donis
The Self Access Box for Classroom Use.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Adult Education; *Class Activities; Classroom Techniques; Elementary Secondary Education; *English (Second Language); Games; Group Activities; Humor; *Instructional Materials; Listening Skills; Reading Skills; *Second Language Instruction; Spanish Speaking; Speech Skills; *Teacher Developed Materials; *Visual Aids; Vocabulary Development; Writing Exercises

Reading, writing, listening, and speaking activities and exercises that use folders of interesting material that students can use alone or in small groups are described. The folders contain pictures or other material of interest to the students, instructions in English and Spanish, and answers. The folders are color-coded by type of activity. Reading exercises include texts with prequestions, multiple choice exercises, true-false statements, guessing games, scrambled sentences and paragraphs, and matching activities. Listening activities, generally done by pairs of students, involve one student reading a story to another, who in turn arranges a series of related pictures according to the story content. A writing activity has the student fill in the blanks in sentences related to pictures in the folder. Speaking activities, also done by pairs of students, may include describing and drawing or arranging pictures, finding differences and similarities, memorizing and describing, and locating mistakes in pictures. Puzzles and jokes adapted from commonly available books, and board games also generally available, are also recommended. (MSE)

ED 238 297 FL 014 163

DOCUMENT RESUME

ED 238 310 HE 016 651

Bergwall, David F., Ed.
Curricula for Health Planning, Policy, and Marketing: Conference Papers 1981-82.
American Hospital Association, Chicago, IL. Society for Hospital Planning.; Association of Univ. Programs in Health Administration, Arlington, VA.; George Washington Univ., Washington, DC. Dept. of Health Services Administration.
PUB DATE- 83
AVAILABLE FROM- Association of University Programs in Health Administration, 1911 North Fort Myer Drive, Suite 503, Arlington, VA 22209 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Allied Health Occupations Education; *Curriculum Development; Health Services; Higher Education; *Institutional Administration; *Marketing; Planning; *Policy Formation; Professional Education; *Public Health
IDENTIFIERS- *Strategic Planning

Papers from a 1981 conference on curriculum for health planning, policy, and marketing and from a 1982 conference on curriculum for strategic planning are presented. Responses to the papers and summaries of the proceedings are also presented. Titles and authors are as follows: "A Curriculum in Community Health Planning: An Approach for Today and the Future" (Henrik L. Blum, Christopher Bellavita); "Teaching Planning Methods with a Contingency Framework" (Paul C. Nutt); "Curriculum in Institutional Planning for Programs in Health Administration" (Roger Kropf); "A Marketing Curriculum for Health Services Administration" (R. E. Scott MacStravic); "Integrating Policy, Planning and Marketing in the Curriculum for Health Services Administrators" (Philip N. Reeves); "Problem Definition and the Strategic Planning Process for Hospital and Health Services Organizations" (David E. Berry); "Environmental Scanning and Boundary Spanning as External Value Determination Mechanisms" (Andrew A. Lasser); "Developing a Strategic Plan" (Roberta N. Clark); and "Plan Implementation" (Robert C. Myrtle). (SW)

DOCUMENT RESUME

ED 238 324 HE 016 850

Davis, Junius A.; And Others
Institutional Development: Implications for Institutions of Higher Education.
Research Triangle Inst., Durham, NC. Center for Educational Studies.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
REPORT NO.- RTI/2102/06-01F
PUB DATE- Oct 83
CONTRACT- 300-80-0834
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Black Colleges; Case Studies; College Planning; College Role; *Developing Institutions; Evaluation Criteria; *Federal Aid; Higher Education; *Improvement Programs; Institutional Evaluation; Long Range Planning; Low Income Groups; Private Colleges; *Program Effectiveness; Program Evaluation; State Colleges; Two Year Colleges
IDENTIFIERS- Higher Education Act Title III; Institutional Survival

Findings and implications of a study of the institutional development of a sample of colleges and universities that were federally funded are summarized. The information is designed to assist personnel at the institutional level and at the developmental activity level. The study sample of 51 institutions had substantial funding through Title III of the Higher Education Act during the 1981-1982 academic year and for 4 or 5 previous years. As background, institutional development is discussed as a process of change as well as a set of interacting forces. Information on the study is also provided, including the selection of institutions, the selection of developmental activities for case study, and conduct of the field work. Findings at the institutional level are discussed regarding: rating institutional development as positive, stable, or vulnerable; factors associated with differences in developmental status; and other factors appearing to distinguish strong institutions. Findings at the activity level are examined concerning: criteria for determining success of individual development activities, factors related to success of developmental activities, and factors related to success of specific kinds of activities. Finally, the components of development that may be controlled by the institution (e.g., long-range planning) are discussed. (SW)

DOCUMENT RESUME

ED 238 338 HE 016 866

Whittington, Barbara; And Others
The Role of Campus Ministry at State-Supported Universities: A Judgment Analysis.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Church Programs; *Clergy; Higher Education; *Religion; *Role Perception; *Staff Role; *State Universities
IDENTIFIERS- *Campus Ministry

The judgmental policies of campus ministry held by campus ministers at state-supported universities were studied. The campus ministers were grouped according to the campus minister's ministry group, years of personal campus ministry experience, size of student body, campus minister's position at the school, and the campus minister's age by decade of birth. The research was designed to provide both clergy and laity with a clearer understanding of the role of campus ministry at state-supported universities. The research questionnaire was developed using the critical incident technique. Supervisors of campus ministry were asked to list the three most important ministry goals or role functions of campus ministry at state institutions. The responses were tabulated and a 17-item questionnaire was formed. In order to determine reliability, a pilot test of the questionnaire was conducted. The 276 participating campus ministers represented 10 ministry group affiliations during 1982. They rated 17 goals of campus ministry and rated a program of campus ministry that would have the 17 goals as principle objectives. The judgment analysis technique was used and the campus ministers were found to be clustered in six judgmental areas related to ministry group. Evidence indicates that Southern Baptists, Catholics, and Methodists dominate the campus ministry movement. (Author/SW)

DOCUMENT RESUME

ED 238 353 HE 016 891

Baird, Leonard L.
Career Decisions of Minority Students and Entrance to Graduate Management Programs. GMAC Research Report.
Educational Testing Service, Princeton, N.J.; Graduate Management Admission Council, Princeton, NJ.
REPORT NO.- ETS-RR-81-43; GMAC-RR-81-5
PUB DATE- Jun 81
AVAILABLE FROM- Educational Testing Service, Research Publications, R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; Attitude Change; *Business Administration Education; *Career Choice; Decision Making; Enrollment Influences; *Enrollment Trends; Financial Needs; *Graduate Study; Higher Education; Intervention; Majors (Students); *Minority Groups; Racial Differences; *Research Problems; Student Attitudes

Evidence about minority students' educational and career decisions, especially as they apply to careers in management, is reviewed. Problems of data collection concerning minority students are identified, including the following: methodological difficulties in identifying the race of respondents and in weighting procedures that may result in inflated or deflated estimates of minority college enrollment; the use of unrepresentative samples of minority students and colleges as the sources of data on which conclusions about minority students are made. Information concerning the flow of minority students through higher education is also examined, along with the fields of study minority students pursue and the way that their choices change. The evidence suggests that minority students are highly motivated to achieve college and advanced education, but there is unequal distribution of minorities into types of colleges and programs and differential dropout rates. Despite a high enrollment rate in college, the pool of minority college seniors who enter graduate or professional school is smaller that it ideally would be. Attention is directed to programs that have attempted to alter minority students' negative perceptions of business and to provide the needed financial aid. Directions for future research are

also addressed and a 35-item bibliography is appended. (SW)

DOCUMENT RESUME

ED 238 394 IR 010 910

Kohl, John W.; And Others
Information Technology: Its Impact on and Implications for Education in Montana. A Critical Issues Paper.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Change; Educational Cooperation; Individual Needs; *Information Science; Job Training; *Public Education; Regional Cooperation; *School Role; Schools of Education; Statewide Planning; *Teacher Education; Teacher Recruitment; Teaching Methods; *Technological Advancement
IDENTIFIERS- *Montana

Intended to stimulate discussion by Montana state leaders, this paper examines critical issues raised by the application of new technologies in public education in terms of the challenges they present to the Montana educational system. A statement of each issue is followed by a discussion of its implications. The issues examined relate to the following topics: (1) application of information technology as it affects teachers' roles and preparation; (2) teacher preparation and reeducation to utilize new technology; (3) preparation of faculty, administration, and staff in teacher training institutions to use new technologies and to apply them in teacher training; (4) recruitment of teacher education students; (5) the status of teacher education within the university system structure and leadership in preparing education personnel; (6) recognition of the place of education and its institutions in preparing knowledge workers; (7) the human needs of individuals; (8) cooperative efforts to provide structure, coordination, and resources for a future-oriented education program; (9) access to information technologies for all students and for preservice and inservice teachers, particularly in rural areas; and (10) national and regional reciprocity of education. (LMM)

Carlton, Charles M.
Teaching Romanian: Theory and Practice.
PUB DATE- 28 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; Dialogs (Language); Difficulty Level; *Form Classes (Languages); *Instructional Materials; Interference (Language); *Language Usage; *Rumanian; *Second Language Instruction; Second Language Learning; *Word Frequency
IDENTIFIERS- *Inflection (Grammar)

Romanian is characterized by a richness of surface forms that are difficult to classify and even more difficult for the learner to assimilate. There is much instructional material available in Romanian, and in a survey of fifty works published outside the country, four categories emerged: teaching materials, pedagogical grammars, grammars, and readers. Four works in the first category were examined to determine to what degree they deal with the complexities of Romanian forms. Conversations and dialogs from the works were compared with a list of 1,607 high-frequency items compiled from several studies, and occurrences were compiled in these inflectional categories: number, gender, case, definitization, deicticization, person, mood, and tense. The results reflect the abundance of primary forms in the language and certain preferences in speech: for the singular over the plural, nominative and accusative over all others, indicative mood, present tense, third person, and feminine over masculine and neuter. In developing teaching materials, authors should present both the norms and variants, balancing the primary forms with the many surface forms. statistical analysis of Romanian usage is necessary for improved Romanian teaching and learning. (MSE)

ED 238 311 HE 016 777

McCarthy, John R.; And Others

State Support for Higher Education: Current and Constant Dollar Appropriations Viewed in Relation to Personal Income and Per Capit Income.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

PUB DATE- Jul 83
AVAILABLE FROM- Illinois State University, Center for the Study of Educational Finance, 340C DeGarmo Hall, Normal, IL 61761 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Budgeting; Comparative Analysis; Enrollment Trends; *Expenditure Per Student; *Fiscal Capacity; Full Time Equivalency; Full Time Students; *Higher Education; *Income; Public Education; Regional Characteristics; *Resource Allocation; School Taxes; *Sta Aid; *State Colleges; State Surveys

The degree of public support for public higher education as measured in constant and current dollars in 1970 and 1980 is examined. Further analysis is made of the change from 1970 to 1980 according to the ratio of the percentage change in appropriations per student to the percentage change in income per student. Aggregate personal income by state is used as a measure of fiscal capacity--the ability of the state to support higher education. Major data sources are the following publications: "Grapevine," "Survey of Current Business," and the "Statistical Abstract of the United States: 1982-1983." Findings include the following: total state tax appropriations for higher education increased by 52.27 percent in constant dollars from 1970 to 1980; personal income increased by 26.90 percent in constant dollars; and enrollment in public colleges and universities increased by 33.62 percent. Information is provided on state and regional trends in appropriations/income, percent change in full-time students from 1970 to 1980 and percent change in current and constant dollars per full-time student by state; appropriations per full-time equivalent student by region; and public appropriations per full-time student by state. (SW)

ED 238 325 HE 016 851

Maeroff, Gene I.
School and College: Partnerships in Education. Special Report.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
REPORT NO.- ISBN-0-931050-22-7
PUB DATE- 83
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, N.J. 08648 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; *Acceleration (Education); Admission Criteria; Advanced Placement; *Articulation (Education); *College Preparation; *College School Cooperation; Educational Innovation; Educationally Disadvantaged; Higher Education; Inservice Education; Minority Groups; Models; Program Descriptions; Student Placement; *Teacher Education; *Transitional Programs

Cooperation between colleges and schools is considered in seven chapters. Attention is directed to academic standards, accelerating students, teacher preparation, experiments in transition, minorities, and special models. The analysis is intended to illustrate the great diversity of partnership activities in progress. In an introduction by Ernest L. Boyer, conclusions of the publication are identified as follows: high schools and colleges should cooperate to determine the content and specific skills considered essential for college entrance; students should be free to move at their own pace to make the transition from school to college; programs for beginning and senior teachers should be collaboratively developed by colleges and schools; experimental transition schools should be established that combine the school-college years and avoid curricular overlap and duplication; collaboration is required to identify disadvantaged students at an early age and to provide the assistance they require as they move from school to college; and colleges and universities should establish a partnership with one or more school districts to provide educational and cultural enrichment as determined by principals and teachers at the schools. (SW)

ED 238 339 HE 016 867

Tishler, J. Ward
A University Faculty and Staff Health Fitness Program, University of Montevallo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Change; Cardiovascular System; *College Faculty; *Exercise; Exercise Physiology; *Health Education; Higher Education; Individualized Programs; *Physical Fitness; *School Personnel; Well Being
IDENTIFIERS- University of Montevallo AL

The effects of a health fitness program for college faculty and staff were studied at the University of Montevallo. The program covered physical fitness, assessment, prescription, training, and health education concerning nutrition and stress management. Six male and three female faculty members and staff participated in the 28-week health fitness program. Their ages ranged from 30 to 60 years, with a mean of 40 years. The control group consisted of 11 males and 5 females. During the fall and spring semesters, faculty and staff participated in individually-prescribed 40-50 minute exercise sessions, 3 days per week. Prescriptions were based on target heart range, type of exercise, amount of work completed, and heart rate recovery at 2- and 5-minute intervals. Short lectures were given on such topics as weight control and exercise cautions. Pre- and post-test measurements showed significant differences favoring the experimental group on all variables except body weight. In addition, subjects noted an improved sense of personal esteem that was conveyed in positive behavior in their personal, professional, and social life. Significant physiological changes were achieved by the participants who commited themselves to an individualized exercise program at least 3 times per week. (SW)

ED 238 354 HE 016 892

Simmons, Fran C.
Out-Migration of College-Bound Freshmen: New Jersey's Special Dilemma. ORM Volume 4: Report Number 1. Special Report Series.
New Jersey State Dept. of Higher Education, Trenton. Office of Research.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 83
GRANT- 114BH10007
AVAILABLE FROM- New Jersey Department of Higher Education, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *College Bound Students; *College Choice; Educational Quality; Family Characteristics; Geographic Distribution; Higher Education; High School Seniors; Institutional Characteristics; *Out of State Students; Questionnaires; *Student Characteristics; *Student Mobility; Student Recruitment
IDENTIFIERS- *New Jersey

Information on why entering college students leave New Jersey is presented. Attention is also directed to characteristics of high school seniors who choose out-of-state colleges, including their grade point average, rank in class, Scholastic Aptitude Test scores, family income, and parental education. Seniors who could be attracted to New Jersey's colleges and toward whom more active recruitment efforts should be directed are also described. Additionally, implications for systemwide enrollment are considered, along with the academic profile of entering freshmen that would result from larger numbers of prospective out-migrants entering the state's institutions. Major findings, which are based on a 1982 survey of over 5,000 high school seniors, include the following: two-thirds of seniors who planned to attend college and who expressed a preference for an out-of-state institution indicated that the institution's reputation for high academic quality was one of the three reasons for their selection; and 39 percent of seniors cited the availability of a particular educational program at the chosen out-of-state institution as one of the three reasons for their selection. Appendices include the senior questionnaire and information on selected out-of-state institutions chosen by 1982 New Jersey college-bound students. (SW)

ED 238 395 IR 010 916

Bayman, Piraye; Mayer, Richard E.
Novice Users' Misconceptions of BASIC Programming Statements. Report No. 82-1.
California Univ., Santa Barbara.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-80-0118
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Tests; Cognitive Processes; College Students; *Concept Formation; Diagnostic Tests; Educational Research; Epistemology; Higher Education; Microcomputers; *Models; *Programing; *Programing Languages
IDENTIFIERS- *BASIC Programing Language; *Misconceptions

The nature of novice programmers' mental models for BASIC statements following preliminary BASIC instruction was assessed with 30 undergraduates who were taught BASIC through a self-paced, mastery manual and who were simultaneously given hands-on access to an Apple II microcomputer. Following instruction, the students were tested to determine their conceptions of what goes on inside the computer during the execution of each of nine BASIC statements: (1) LET A = B + 1; (2) PRINT C; (3) LET D = 0; (4) PRINT "C"; (5) IF A IS LESS THAN B GOTO 99; (6) INPUT A; (7) 20 DATA 80, 90, 99; (8) 30 READ A; and (9) 60 GOTO 30. Data gathering instruments included a questionnaire to obtain information on the subject's demographic characteristics and background in mathematics and/or computer programming; the IBM Programmer Aptitude Test; and both verbal and visual (diagram) tests on the nine statements. Results showed that despite adequate performance on program generation mastery tests, students possessed a wide range of misconceptions concerning the statements they had learned. This paper presents a catalog of the subjects' mental models for each of the statements, frequency tables showing incorrect or incomplete transactions produced for each statements, and a six-item reference list. Appendices include instructions, a sample page, and a sample protocol from each of the two tests on the BASIC statements. (Author/LMM)

DOCUMENT RESUME

ED 238 170 EA 016 268

An Opportunity for Excellence: The Mississippi Education Reform Act of 1982. A Report.
Task Force for Educational Excellence in Mississippi, Jackson.
SPONS. AGENCY- Phil Hardin Foundation, Meridian, MS.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Accreditation (Institutions); Educational Finance; *Educational Improvement; Educational Policy; Elementary Secondary Education; Graduation Requirements; Inservice Teacher Education; Kindergarten; Public Education; School Administration; School Attendance Legislation; State Curriculum Guides; *State Legislation; *State School District Relationship; *State Standards; Teacher Certification; Teacher Salaries; Testing Programs
IDENTIFIERS- *Mississippi

Requirements of Mississippi legislation designed to upgrade student achievement and school personnel competence, reward good teaching, increase accountability, and facilitate state level educational leadership are clarified in this implementation guide. For each section of the Reform Act the rationale is summarized, statutory citations provided, and stipulations outlined. Mandates for improving student achievement include a full day kindergarten program, a statewide system of assistant reading instructors for grades 1 to 3, a comprehensive state testing program, more stringent graduation requirements including functional literacy testing, and a revised compulsory attendance law. Aimed at promoting better preparation and growth of school personnel are performance-based certification, required inservice training, a professional development program, and science and math teacher training scholarships. A performance-based school accreditation system is among local school management requirements. Included in state school governance, leadership, and finance provisions are a statement of Mississippi educational policy and an increase in minimum teacher salaries. An implementation calendar provides a detailed chronology of steps to be taken for each requirement and identifies the parties responsible for each step. (MJL)

DOCUMENT RESUME

ED 238 185 EA 016 284

Pitt, Steve
Teacher Dismissal: A Summary of the Procedural Requirements.
Oregon School Study Council, Eugene.
PUB DATE- Sep 83
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; *Board of Education Policy; Collective Bargaining; *Court Litigation; Due Process; Evaluation Criteria; Hearings; Moral Values; Probationary Period; *School Law; *State Courts; *Teacher Dismissal; Teacher Evaluation; Teacher Improvement; Teacher Rights
IDENTIFIERS- *Fair Dismissal Law (Oregon); *Oregon

The dismissal of public school teachers in Oregon is governed by the Fair Dismissal Law. The statutory requirements of the law involve (1) a notice from the superintendent of intent to dismiss, (2) school board approval of dismissal, (3) the teacher's right to appeal to the Fair Dismissal Appeals Board (FDAB), and (4) the school board's and teacher's right to appeal the FCAB decision to the Court of Appeals. This bulletin summarizes procedural requirements of the law, then analyzes the case law interpreting the requirements and the applicable procedures mandated by Fourteenth Amendment due process. Significant differences are identified between the procedures to which probationary and permanently employed teachers are entitled in dismissal and nonrenewal cases. Selected FDAB decisions and state court decisions are reviewed to distill the elements of proof and procedures that appear to be required to establish the statutory grounds for dismissal. The final chapter contains a summary and offers recommendations to school district administrators of ways to provide an increased element of fairness to the teacher and also to provide a supportable case if dismissal becomes inevitable. Legal citations are provided in

footnotes at the end of the text. (MLF)

DOCUMENT RESUME

ED 238 200 EA 016 301

Hawkins, Philip H.
Michigan Dissemination Capacity Building Project. Final Report.
Michigan State Dept. of Education, Lansing. Office of Planning.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jul 83
GRANT- NIE-G-76-0065
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage..
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Diffusion (Communication); *Education Service Centers; Elementary Secondary Education; *Information Centers; *Information Networks; Information Retrieval; *Information Services; Library Services; Linking Agents; Public Agencies; *Resource Centers; *State Agencies; State Departments of Education
IDENTIFIERS- *Michigan Educational Resource Information Center; Michigan State Department of Education; National Institute of Education

The Michigan Educational Resource Information Center (MERIC) was established in order to serve the needs of the state's educators by facilitating general access to resources through the existing state education agency (SEA). MERIC increased the variety and quantity of educational resources available in Michigan, broadened access to these resources, and coordinated the continuing improvement of the SEA's dissemination services. Located in the State Library, MERIC developed procedures for drawing on the State Library's resources, subject-specific programs within the department, national databases, and resources in intermediate districts throughout Michigan. The agency's data processing center developed and maintained a search and retrieval system patterned after ERIC with off-line, searchable program, product, and human resource files. MERIC also established a network of eight key communicators at intermediate school districts to assist in dissemination and link local district educators to the system, with the aid of a 23-station telecopier network. Its primary users were information resource providers at the state, regional, and intermediate district levels. An appendix lists activities and accomplishments. (Author/TE)

DOCUMENT RESUME

ED 238 216 EC 161 132

Dillenschneider, Cindy A.

Wilderness Adventure Programming for the Mentally Retarded: A Rationale and Therapeutic Basis for Program Development.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adventure Education; Elementary Secondary Education; *Mental Retardation; *Models; Program Development; Risk; *Therapy

The paper explores basic concepts of mental retardation and proposes wilderness adventure programing as an approach that offers mentally retarded persons the dignity of taking a reasonable risk. Benefits of such programing are cited for affective, cognitive, and psychomotor domains. Processes involved in the therapeutic bases for program development are traced from needs assessment, component analysis (covering physical, social, task, perceived risk, and leadership components), and evaluation. An example is provided of designing a therapeutic program to increase risk taking behavior and self esteem. The distinction between a therapeutic and a recreational model for wilderness adventure programing is stressed. Among appended materials is a list of common program activities and the corresponding needs addressed. (CL)

ED 238 171 EA 016 269

Lueder, Donald C.
A Study of the Relationship between Elementary School Principals' Psychological Type and Perceived Problem-Solving Strategies.
PUB DATE- 16 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; *Administrator Characteristics; Administrator Role; Educational Administration; Elementary Education; *Leadership Qualities; Personality Assessment; *Personality Traits; *Principals; Problem Solving; Q Methodology; Surveys
IDENTIFIERS- Jung (Carl G); Myers Briggs Type Indicator

This study aims to explore leadership characteristics and contribute evidence to the validity of Jungian personality typology by investigating the relationship between principals' personality types and their reported problem-solving strategies. To test the hypothesis that the manner in which the principals report that they would solve a problem would be characteristic of their psychological types, the Myers-Briggs Type Indicator (MBTI) and the Principal Problem Strategy Questionnaire (PPSQ) were administered to 86 principals. The MBTI was scored for preferences in perceiving (sensing or intuitive) and judging (thinking or feeling) functions to generate a psychological type score. The PPSQ consists of 12 problem situations for which principals described what action they themselves would take. Answers to the PPSQ were coded for the respondent's psychological type functions based on MBTI results, and six Q-sorters independently classified PPSQ responses by characteristics of psychological types. Results indicate that perceived problem-solving strategies of sensing and intuitive type and thinking and feeling type principals are significantly different, and that the principals studied overwhelmingly perceived and judged problem situations according to their psychological type characteristics. It is concluded that if reported strategies reflect actual strategies, psychological type is a major determinant of leader behavior. (MLF)

ED 238 186 EA 016 285

Rawers, Lois J.; Cox, David C.
The Science Program at Rex Putnam High School.
Oregon School Study Council, Eugene.
PUB DATE- Oct 83
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTIONS- *Competency Based Education; Concept Teaching; Cooperative Planning; Course Descriptions; *Curriculum Development; *Required Courses; Science Activities; Science Education; Scientific Literacy; Secondary Education; *Secondary School Science; Student Evaluation; *Teacher Developed Materials; Teamwork; Units of Study
IDENTIFIERS- *Oregon (Milwaukee); *Unified Science Approach

This report considers one school's approach to science education, examining in particular the development of a two-semester required unified science course. Designed to be useful to all students and applicable to all areas of science, the course is characterized by a high degree of teacher teamwork, as in developing instructional materials. Science teachers organized instructional units around key concepts, process skills, natural phenomena, and science-related problems and identified target objectives for each unit. The teacher-developed course is inexpensive and flexible, easily accommodating timely themes. A full description of Rex Putnam High School's science offerings is given, including course descriptions from the school catalog. Pretest and posttest assessments indicate statistically significant increases in process skills measured, with no significant decrease in skill competencies throughout students' remaining high school years, whether or not they elect additional science courses. Teachers attribute the popularity of elective science courses to effective preparation in the required sequence. The process of teacher development of local programs is cited as the key to successful implementation, and replication of the unified science curriculum in other schools is discussed. Appendixes include a list of key concepts and skills and some considerations for local science curriculum development. (MJL)

ED 238 201 EA 016 303

1983 Summer School. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Elementary Secondary Education; *Evaluation; *Graduation Requirements; Mathematics Achievement; *Reading Skills; *Remedial Instruction; Student Promotion; Summer Programs; *Summer Schools; Tutors
IDENTIFIERS- District of Columbia Public Schools

The 1983 6-week summer school program of the District of Columbia Schools provided remedial courses to elementary and secondary students in reading and mathematics, in courses needed for promotion and graduation, and in developing career and entry level skills for student interns. In evaluating the program, this report found that the average percentage of skills mastered in reading ranged from 33 percent to 74 percent. In mathematics the average percentage of mastery was from 16 percent to 53 percent. Passing grades were received by 75 percent of the secondary students, enabling them to graduate or be promoted. The student interns assisting as tutors were highly rated by principals, teachers, and students; the overall effectiveness of the program was similarly highly rated. The report's three recommendations cover (1) staff selection procedures, (2) tutoring and internship services, and (3) staff summer school preparation activities. The report recommends that the registration procedure be improved by including former staff in the planning process and that transmission of accurate and complete checklists to summer school teachers be made more efficient. Included with the report are two appendixes, one including the summer school evaluation design and the other including the 27 tables of data. (MD)

ED 238 217 EC 161 133

Jacobs, John F.; Jacobs, Jacqueline E.
Historically Important Publications in Special Education: A Bibliography.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; History; *Special Education

The bibliography lists 159 references thought to be historically important publications in special education. The list was compiled from surveys completed by over 400 prominent special educators. Citations, which span the years 1688 to 1965, are presented alphabetically by author's last name and include information on title, source, date, and publisher. (CL)

ED 238 172 EA 016 270

Reddick, Thomas; Peach, Larry

A Study Concerning Perceptions of Public School Teachers and Principals Regarding Curriculum Issues in Middle Tennessee.

PUB DATE- 16 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; *Attitude Measures; *Curriculum Development; Curriculum Evaluation; Educational Philosophy; Elementary Secondary Education; Opinions; Questionnaires; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- Chi Square; Statistical Package for the Social Sciences; *Tennessee

A survey was conducted to compare the attitudes of 250 teachers, 25 principals, and 35 central office personnel from 20 middle Tennessee counties toward curricular issues. Respondents answered 29 questions on a scale of "strongly agree, agree, disagree, strongly disagree" to generate data in 7 categories of issues: curriculum development, course content, school environment, individualized instruction, philosophical parameters, student evaluation, and extracurricular activities. The Statistical Package for the Social Sciences was used to analyze the data, while the Chi Square technique was used to determine the level of significance. Both the teachers and administrators agreed that course content should be decided by teachers, that curriculum development is a cooperative responsibility, that grades should be based on a combination of effort and achievement, that each child should develop a marketable skill, and that strict discipline is essential to learning. Moreover, with minor exceptions, there was general agreement between teachers and principals in all seven categories. (TE)

ED 238 187 EA 016 286

Hockstaff, Jim
Disciplining Handicapped Students.
Oregon School Study Council, Eugene.
PUB DATE- Nov 83
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTIONS- Behavior Problems; Court Litigation; *Disabilities; *Discipline Policy; Due Process; Elementary Secondary Education; Expulsion; Federal Legislation; *Legal Responsibility; Public Schools; Special Education; State Legislation; *Student Rights; Suspension
IDENTIFIERS- *Education for All Handicapped Children Act; *Oregon; Rehabilitation Act 1973 (Section 504)

After a review of the legal foundations of school governance and specific protection offered handicapped students by federal legislation, this report focuses on Oregon regulations and practices and outlines recommendations for appropriate disciplinary procedures for students categorized as handicapped. Since the Education for All Handicapped Children Act of 1975 precludes changing a handicapped student's educational placement without due process and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination solely by reason of handicap, the absence of clear federal or state guidelines renders suspension and expulsion of handicapped children legally problematical. Although litigation has not yet resulted, experts observe that Oregon public school officials often do not know and observe legal procedures for disciplining handicapped students, failing, for example, to determine whether a child's problem behavior is related directly to the handicap. Concluding the discussion are suggested guidelines for disciplining handicapped students, including exercising caution in the use of suspension, determining whether a revised individualized education program (IEP) would be more appropriate for a child with recurrent behavior problems, convening the multidisciplinary team to consider further assessment, continuously providing alternative instructional services in the case of repeated suspension or expulsion, and

calling for a new IEP before expulsion. (MJL)

ED 238 202 EA 016 304

Cheng, Maisy; And Others
Fund-Raising Activities in Toronto Elementary and Secondary Schools.

Research Service Report #172.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-174-8
PUB DATE- Sep 83
AVAILABLE FROM- Publications, Toronto Board of Education, 155 College Street, Toronto, Ontario M5T 1P6 Canada ($2.00, plus $1.50 shipping and handling per order).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Extracurricular Activities; *Fund Raising; Parent School Relationship; Questionnaires; *School Activities; *Student Projects; Surveys
IDENTIFIERS- *Toronto Board of Education (Canada); Toronto Public Schools (Canada)

This report describes and analyzes fund-raising activities in Toronto elementary and secondary schools. Data were provided by 87 percent of the 158 Toronto school principals. The topics covered include: (1) kinds of activities, (2) frequency of activities, (3) extent of activities (grade level and type of school), (4) purposes (for school needs or other charitable agencies), (5) roles of parents, (6) prizes, (7) cautions given to students, and (8) the educational value of the activities. Comparative tables are provided for each topic area. The report concludes that the rationale of school fund-raising activities is the enhancement of instruction through the provision of goods and services beyond the normal fiscal allocation of school boards, along with the educational benefit derived from learning to organize, sell, and deal with people. Appendixes include a summary presentation to the Toronto Board of Education and a copy of the questionnaire sent to the principals. (TE)

Smith, Mary Ann Harvey; And Others
Feeding Management of a Child with a Handicap: A Guide for Professionals.
Tennessee Univ., Memphis. Child Development Center.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 82
GRANT- USPHS-MCT-900; USPHS-MCT-002040-01
AVAILABLE FROM- University of Tennessee Health Sciences, Child Development Center, 711 Jefferson Ave., Memphis, TN 38105 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Dietetics; *Disabilities; Drug Therapy; Eating Habits; *Intervention; *Nutrition; *Student Evaluation

Intended for professionals from a variety of disciplines (such as nutrition, dentistry, nursing, occupational and physical therapy, speech pathology, social work, and education), the guide presents information on feeding problems of children with handicaps. Part I, which traces the development of feeding, considers in detail normal development and deviations in the following areas: social and behavioral development, intellectual development, physical development, nutrition, reflex development, gross motor skills, fine motor skills, and oral motor skills. Part II describes approaches to assessment of social/behavioral, physical, nutritional, reflex and gross motor, fine motor, and oral motor development. The final part focuses on remediation of feeding problems, with comments about behavior problems, the effects of drugs on diet, nutrition and diet therapy, motor skills and reflex development (including the role of proper positioning), and oral motor skills. Sample case studies of children with hypertension/obesity, phenylketonuria, and physical disorders are presented to illustrate a team approach involving individual service plans and objectives. Appended are: a normal feeding development chart, the "Developmental Feeding Tool" (a checklist), a list of recommended types of food, a list of commercial dietary supplements, a chart of the effects of drugs on nutrition status, resources on referral agencies, and other resource lists (CL)

Ott, Mary Diederich; Markewich, Theodore S.

Report of the Security Survey at the University of Maryland at College Park. Executive Summary.

Maryland Univ., College Park. Office of Institutional Studies.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Crime; Crime Prevention; Higher Education; Institutional Research; Questionnaires; School Personnel; *School Security; *Security Personnel; State Universities; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *University of Maryland College Park

The level of concern about security problems at the University of Maryland at College Park and the use of available security measures and services were investigated in May 1983. A randomly-selected sample of 764 students, 571 employees, and 31 campus police were surveyed. Higher response rates were obtained from women than from men, and from on-campus students than from commuters. Among employees, the estimated response rates were highest for associate staff (64 percent), followed by faculty (30 percent), and classified employees (25 percent). More women than men respondents and more student than employee respondents were concerned for personal safety, and the greatest concern was for night hours. The primary areas of concern were walking in or near parking lots and walking elsewhere outdoors. Substantial proportions of students expressed concern about their safety in the residence halls, the libraries, classroom buildings, and other campus buildings. Awareness and use of the following security services were also determined: campus police vehicle patrols and escort service, the residence hall security program, crime prevention programs, and police assistant patrols at doors to buildings. (Author/SW)

ED 238 381 HE 016 921

Carbone, Robert F.
Presidential Passages: Former College Presidents Reflect on the Splendor and Agony of Their Careers.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-8268-1454-9
PUB DATE- 81
AVAILABLE FROM- American Council on Education, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Attitudes; Administrator Characteristics; *Career Change; *College Presidents; Community Colleges; *Educational Background; Followup Studies; Higher Education; *Leadership Styles; Private Colleges; State Colleges; Universities

Retrospective views of the experiences of 1,406 former college presidents are reported with attention to their backgrounds, responsibilities, and decisions that led them from the president's office. After examining demographic data on this sample of a generation of college and university presidents, their midcareer changes and postcareer activities are considered. The study sample represented one of every two former presidents in the fall 1979 cohort. Information is provided on the following: highest degree earned, most recent position, field of academic study, length of service, and age when leaving office. Four subsets of the 1,406 institutions surveyed are also examined: state colleges, state universities, community and junior colleges, and private colleges. The thoughts of former presidents who are now faculty members are chronicled, as are the views of presidents who moved to other leadership positions in higher education. Attention is also directed to former presidents who found new career opportunities outside the academic world and to those who elected either limited or full retirement. Candid advice of the former presidents is included, and myths and realities about presidents and the presidency are covered. A 41-item bibliography is appended. (SW)

DOCUMENT RESUME

ED 238 366 HE 016 905

Harper, Mary-Angela
User's Guide to the Handbook of College and University Trusteeship.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- Jun 82
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($12.50, nonmembers; $7.00, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; Campus Planning; College Administration; *College Planning; *Committees; Educational Finance; *Governing Boards; Higher Education; *Leadership Responsibility; Management Development; Money Management; *Policy Formation; *Trustees; Workshops
IDENTIFIERS- Mission Statements

Guidelines are presented for using the "Handbook of College and University Trusteeship," a compendium of information relating to trustee responsibilities. The following components of a comprehensive program of trustee development are covered: new trustee orientation, annual board workshops and retreats, regularly scheduled board meetings, and committee meetings. For each component, a statement of purpose and a list of objectives and suggestions are included. In addition to the four major text sections, discussion questions and a topical index are provided to cross-reference material included in the "Handbook." Additional contents include the following: an illustrative orientation program; an example of a 3-year series of annual workshops or retreats; 10 modules pertaining to board meetings; and model meeting agendas for committees (i.e., finance, buildings and grounds, development, nominations, academic affairs, and student affairs). The 10 modules cover topics such as: the growing tension among various higher education segments, keeping invested funds in line with educational needs, improving financial report formats and the reporting system, the role of colleges in preparing students for the 21st century, and the adequacy of the plant for present and future needs. (SW)

DOCUMENT RESUME

ED 238 380 HE 016 920

Fisher, James L.
Power of the Presidency.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-910520-X
PUB DATE- 84
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Responsibility; Alumni; Board Administrator Relationship; College Administration; *College Presidents; Governance; Government School Relationship; Higher Education; Interprofessional Relationship; *Leadership Styles; News Media; *Power Structure; *Public Relations; School Community Relationship; Teacher Administrator Relationship

A guide for college presidents is presented that reviews briefly the significant research on leadership and power and discusses each presidential constituency. Attention is directed to the uses and limits of the following types of power in many daily situations: coercive, reward, legitimate, expert, and charismatic. Of these types of power, it is suggested that the most effective for the college president is charismatic power, the ability to inspire trust and confidence. When coupled with expert and legitimate power, the combination produces an effective presidency. The president's constituencies include the faculty, staff, students, the influence/benefactor hierarchy, politicians, public figures, the community, bureaucrats, the media, trustees, and alumni. These constituencies are considered in relation to such presidential activities as administration, governance, speaking, and personal relationships. The role of the president and the administration is discussed with attention to structure, delegation, competence, and loyalty. In considering the role of the president and institutional governance, the rationale for faculty and student participation in governance, as well as the importance of the president as the final authority, are considered. A bibliography is appended. (SW)

DOCUMENT RESUME

ED 238 408 IR 010 930

Gantt, Vernon W.
Computing Literacy in the University of the Future.
PUB DATE- 11 Nov 83
AVAILABLE FROM- Speech and Theatre Center for Applied Research, Department of Speech and Theatre, Murray State University, Murray, KY 42071 ($.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Literacy; *Computer Oriented Programs; Computers; Computer Science Education; Data Processing; *Futures (of Society); Higher Education; *Online Systems; *Technological Advancement; *Universities
IDENTIFIERS- *Computer Uses in Education; Interactive Systems; Professional Role

In exploring the impact of microcomputers and the future of the university in 1985 and beyond, a distinction should be made between computing literacy--the ability to use a computer--and computer literacy, which goes beyond successful computer use to include knowing how to program in various computer languages and understanding what goes on mathematically, logically, and/or electronically inside the computer. Though computer uses in higher education in the future are difficult to predict given the propensity of the educational system to resist change, some of the possible current and future uses include word processing, submission of manuscripts to textbook editors, teacher student communication, faculty work at home, online access to library holdings, interactive computer network conferences, student advising and schedule planning, use of videodiscs as interactive "textbooks," and artificial intelligence applications. The university must promote and encourage computing literacy in order to survive. While the initial cost for providing computers may seem unrealistic, the potential savings could significantly reduce administrative overhead. Computing will become more central to the function of professionals, and, because information is power, will increase the power of the individual. (LMM)

DOCUMENT RESUME

ED 238 451 IR 050 571

Hopkins, Dianne McAfee
A Report of Perceptions of Censorship of IMC Materials in 1982-83 from a State-Level Perspective.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Board of Education Policy; *Censorship; Elementary Secondary Education; Intellectual Freedom; *Learning Resources Centers; *Library Acquisition; National Surveys; Questionnaires; *School Libraries; *State Departments of Education; State Programs; State School District Relationship

A survey was conducted in August and September 1983 to ascertain the perceptions of state leaders regarding censorship of K-12 instructional media center (IMC) materials during the 1982-83 school year. Of the 53 surveys sent to persons involved with state-level library media programs, 42 responses representing 41 states and one territory were received. A total of 39 surveys were completed fully enough for inclusion. This document presents an outline of survey responses covering the recording of censorship attempts, the number of districts with school board-approved selection policies, the number of districts that experienced censorship attempts in 1982-83, the educational level at which censorship attempts were most numerous, the major reasons cited for censorship attempts, the most frequent initiators of censorship attempts, the types of IMC materials most often questioned, trends or patterns related to censorship, the number of items removed or retained in response to censorship attempts, recommended resources on intellectual freedom/censorship, future concerns, the existence of state education agency publications on the subject, the types of assistance provided by state education agencies to library media specialists experiencing censorship attempts, other major sources of assistance, textbook censorship attempts, and related areas. A sample questionnaire is also provided. (ESR)

ED 238 409 IR 010 931

Ford, Faye, Ed.
Cameras in the Curriculum. A Challenge to Teacher Creativity. Volume 1, 1982/83. An NEA/KODAK Program.
Eastman Kodak Co., Rochester, N.Y.; National Education Association, Washington, D.C.
SPONS. AGENCY- National Foundation for the Improvement of Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Awards; Case Studies; Elementary Secondary Education; Instructional Innovation; *Material Development; *Photography; Production Techniques; Program Descriptions; Program Development; *Program Implementation; *Teacher Developed Materials; *Teaching Methods; *Visual Aids

This book describes 119 award-winning projects from a program which established a national teachers' competition to select and disseminate superior teacher-planned and developed programs which use photography as an integral part of the K-12 school curriculum. All subject areas, grade levels, and states are represented in summaries of projects that were granted $200 implementation awards after being selected by a National Education Association (NEA) review panel from entries submitted by each state NEA affiliate. Chosen from final reports of these programs submitted to the NEA, reports of six grand prize winners are first presented in their entirety. These reports and summaries of the other projects include project title; teacher; locale; subject; grades; a purpose and description of project; activities; materials, resources, and expenses; and outcomes and adaptation. Grand prize winners include programs in fourth grade language arts, secondary science, kindergarten reading readiness, and intermediate art, social studies, and geology. (LMM)

ED 238 452 IR 050 572

Carter, Ruth C.; Bruntjen, Scott
Serials Cancellation Project. Final Report.
Pittsburgh Regional Library Center, Pa.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Libraries; *Library Acquisition; *Library Networks; *Online Systems; Program Descriptions; Public Libraries; Questionnaires; Records (Forms); Regional Cooperation; *Serials; Standards; *Union Catalogs
IDENTIFIERS- *Pennsylvania Union List of Serials; *Serials Cancellation

A serials cancellation pilot project was conducted by the Pittsburgh Regional Library Center (PRLC) from August 1981 to December 1983 in order to demonstrate the utility of using a large online union list of serials for making and reporting collection management decisions. A total of 21 academic libraries and one public library from Pennsylvania, West Virginia, and Maryland participated in the project, which also involved members of two regional networks, the Online Computer Library Center (OCLC), the Research Libraries Group (RLG), and non-database member libraries. Decisions to cancel subscriptions were recorded online in the Pennsylvania Union List of Serials (PaULS) at the time of the decision so that active use of the online file could help to prevent cancellation of the last copy of a title in a particular region. This report describes project purpose and background, the detailed procedures used, and the relationship of the project to national standards, specifically those developed by the American National Standards Institute (ANSI). Eighteen project conclusions and six recommendations for future action are also presented. Appendices include sample forms, copies of project correspondence, materials from a 1982 PRLC cancellation project workshop, a sample questionnaire on current serial acquisition and cooperative collection development issues, sample PaULS printouts, and a list of project participants. (Author/ESR)

ED 238 424 IR 020 054

The First Byte: A Teacher's Guide to Classroom Computers.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Check Lists; *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Evaluation Criteria; Guidelines; Inservice Teacher Education; *Media Selection; *Microcomputers; *Program Development; Programing; Resource Materials
IDENTIFIERS- Courseware Evaluation; PF Project; *Software Evaluation

Resources and recommendations are presented to aid teachers in using microcomputers for instructional purposes. Sections in this guide include: (1) an overview of what a computer is and how it works; (2) recommendations for microcomputer care and operation; (3) guidelines for teacher training including who should be trained, the type and amount of training needed, where to get it, and what teacher competencies are recommended; (4) guidelines for student instruction in computer literacy and programming including a computer literacy scope and sequence for grades K-8; (5) guidelines for selecting a computer-based instructional system and courseware; (6) extensive guidelines for evaluating software and courseware including several evaluation forms and checklists; (7) bibliographies of magazines/newsletters, sources of information, software directories, software suppliers, journal articles on microcomputers in education, books, software review journals, and catalogs; and (8) a glossary of computer terms. A form for evaluating the usefulness of this guide is included. (DC)

ED 238 438 IR 050 554

Rhoads, James B.
The Role of Archives and Records Management in National Information Systems: A RAMP Study.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-83/WS/21
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annotated Bibliographies; *Archives; *Government (Administrative Body); Government Publications; Information Services; *Information Systems; *International Programs; *National Programs; Public Administration; Records (Forms)
IDENTIFIERS- *National Information Systems; *Records Management

Produced as part of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Records and Archives Management Programme (RAMP), this publication provides information about the essential character and value of archives and about the procedures and programs that should govern the management of both archives and current records, particularly as part of coordinated national government information systems. Sections cover: (1) the uniqueness and value of archives, including their essential character, preservation, and research value, and access to and dissemination of information in archives; (2) the economic and social utility of records management systems and services, covering the component elements of records management, including records creation, use, maintenance, and disposition; the use of automation and reprography in records management; economies and administrative efficiencies attributable to records management; and levels of records management implementation; (3) other characteristics of modern archives and records management programs, including alternative arrangements for conducting elements of the programs, the organizational location of the national archives within the government bureaucracy, and arrangements for the management of non-governmental archives and records; and (4) the relationship of archives and records management to other systems and services in the field of information. A 47-item annotated bibliography is provided. (ESR)

DOCUMENT RESUME

ED 238 423 IR 020 052

Cate, Lida; Peterson, Marilyn
"The Chips Are Down": Beginner's Self-Teaching Basic Computer Lessons. Revised Edition.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Literacy; *Independent Study; *Microcomputers; Programed Instructional Materials; *Programing; *Programing Languages; Study Guides; Worksheets
IDENTIFIERS- *BASIC Programing Language; PF Project

Designed as a self-teaching tool for those who have had no experience with computers and who are seeking an understanding of the microcomputer, this set of lesson cards teaches the beginner how to write simple computer programs in the BASIC language. The learner is also taught to (1) determine what computers can and cannot do; (2) load a tape or disk; (3) use the computer as a calculator; (4) correct mistakes by backspacing, deleting, and using cursors; (5) use all of the keys on the keyboard; (6) write a simple program to solve arithmetic problems; and (7) record and save a program. The lessons apply to most microcomputers; two of the cards specifically apply to a Commodore microcomputer. A set of worksheets and an answer key accompany the cards along with a glossary of computer terminology. Teaching suggestions for using these cards in a scheduled computer class are made. Student behavioral objectives are listed and three computer user's tests are provided. (JH)

DOCUMENT RESUME

ED 238 437 IR 050 553

Research Libraries in the Online Environment. Minutes of the Semiannual Meeting (102nd, Banff, Alberta, May 4-6, 1983).

Association of Research Libraries, Washington, D.C.

PUB DATE- May 83
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 ($7.50 per issue for members, $12.50 per issue for nonmembers.)
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Foreign Countries; Information Networks; *Library Associations; *Library Networks; Meetings; National Libraries; *Online Systems; *Research Libraries; Telecommunications
IDENTIFIERS- *Association of Research Libraries; Canada; iNet Gateway Trial; OCLC; Research Libraries Information Network; *Resource Sharing; United States; Washington Library Network

Included in the transcript of this semiannual meeting of the Assocation of Research Libraries (ARL) are the following: (1) papers by Sharon Hogan on the definition of data in an online environment, by John Black on ways of communicating data, and by Peter Wolters on data sharing and library networking in the United States and Canada; (2) a record of the discussion following these presentations; (3) papers by Russell Shank and Nancy Brown on the implications of the online environment for academic institutions and academic libraries respectively; and (4) a transcript of reactions to the day's presentations by Joseph Rosenthal, Alan MacDonald, and Stuart Forth. Ten reports from the ARL business meeting are also presented. Appendices comprise a description of the iNet Gateway Trial by Cynthia Durance; background papers on library networks, including "Library Networks: The Canadian Experience," by Basil Stuart-Stubbs, "The Research Libraries Group's (RLG) Research Libraries Information Network (RLIN)," by Tina Kass and John Schroeder, "Networking 1983: Some Comments from OCLC," by Rowland C.W. Brown, "Network-Level Decisions: Basis and Key Issues," by Henriette Avram, and "Initiatives Toward a Bibliographic Communications Network for Canada," by Cynthia J. Durance; three additional ARL reports; a list of meeting participants; lists of ARL officers, directors, committees, task forces, and members; the membership list of the Canadian ARL; and the auditor's report for 1982. (ESR)

ED 238 065 CS 504 484

Kay, Ruth; Kay, Jack
Instructional and Extracurricular Use of Video-Tapes.
PUB DATE- 12 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; Higher Education; Learning Activities; *Media Selection; *Motivation Techniques; Program

Improvement; *Speech Communication; *Speech Instruction; *Speech Skills; Teaching Methods; Video Equipment; *Videotape Recordings

As an aid in integrating videotape procedures into effective spee communication programs, this report discusses the advantages and disadvantages of videotaping, provides guidelines for the use and purchase of equipment, and suggests classroom and extracurricular activities involving videotape. After indicating several positive characteristics, including the ability to attract students' attention and motivate them to correct problems in their speech performances, the report suggests certain limitations in videotaping. It then provides practical guidelines for videotape us and identifies important considerations in selecting equipment--effectiveness as a teaching tool, demand on instructors' time, and cost. Finally, it lists 15 videotape activities for the speech classroom, such as using the camera's zoom capacity to point out annoying gestures and videotaping group discussions, and 10 extracurricular activities, including critiquing a videotape of a state championship debate. (MM)

ED 238 080 CS 504 504

Littlefield, Robert S.
Competitive Live Discussion: The Effective Use of Nonverbal Cues.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Competition; *Debate; Environmental Influences; Group Discussion; *Group Dynamics; Higher Education; Influences; Interaction; *Interpersonal Communication; Judges; *Nonverbal Communication; Personal Space; Public Speaking; Secondary Education; *Speech Communication
IDENTIFIERS- Chronemics; Objectics

Verbal and nonverbal dimensions of communication are a vital part of competitive group discussion. Specific nonverbal elements that have been found useful in competitive group discussion include environment, proxemics, kinesics, objectics, and chronemics. For example, equalizing arrangements for the discussion in the best area of a room enhances the environment and places a minimum amount of attention on this variable. The physical distance between members is another important variable, influencing the perceived status and power of members and the weight given to their ideas. An area over which discussants have the most control is kinesics or gestures. By encouraging another discussant with positive facial expressions or discouraging participation with scowls or negative expressions, a group member can influence the kind of interaction that occurs in a round. Objectics, or the dress and personal accessories of a speaker, indicate those individuals with status and power in a group. A final nonverbal dimension is the impact of clocks and time upon the kind of discussion that occurs in a round. All of these elements can influence a judge's perception. To become active and effective members of a discussion, students should consider each of these nonverbal dimensions. (HOD)

ED 238 050 CS 504 467

Stewart, John
Vintages for Changing Tastes: Experiential Strategies in Interpersonal Courses.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; *Cognitive Processes; *College Curriculum; *Communication Skills; Course Content; Creativity; *Experiential Learning; Group Discussion; Higher Education; *Interpersonal Communication; Listening Skills; Problem Solving; Program Development; *Speech Instruction; Student Motivation; Student Needs; Teaching Methods

The interpersonal communication courses at the University of Washington have adopted the use of experiential learning strategies in response to the changing student population and changing attitudes. A major goal of the program is to provide a solid, explicit academic foundation for the use of experiential strategies by (1) outlining the epistemological rationale for experientialism, (2) linking specific experiential activities, and (3) integrating with each experiential activity a "processing" discussion designed to help students generate "theoretical generalizations." A second goal is to deemphasize psychological constructs and to focus on communication. A conceptual shift from viewing listening as reproductive to viewing it as productive makes it easier for students to experience what it means to be "present" to the other.

Rather than doing their creative thinking individually and then using group time to synthesize, students are encouraged to use talk itself to solve problems. A communicative approach to this set of learning skills not only responds to the current students' pragmatic, less self-centered orientation, but also puts communication teachers in the position of doing what they do best. (HTH)

ED 238 095 EA 015 765

Miano, Ruth D.

The Current Status of Excellence in American Public Education.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Annotated Bibliographies; *Educational Assessment; Educational Trends; Elementary Secondary Education; Futures (of Society); Global Approach; Higher Education; Literature Reviews; *Mathematics Education; *Science Education; *Teacher Education

Adding support to the view that the United States' educational system is falling behind that of other nations are 97 annotations from a variety of sources that provide a review of current trends. The annotations are presented in five sections. Section 1 focuses on current trends in the teaching of mathematics and sciences and on teacher training for these disciplines. Section 2 examines attitudes and perceptions of students, teachers, and administrators toward these disciplines. The global implications of these shortcomings are addressed in section 3, and section 4 contains 21 annotations about specific programs to improve teaching and learning in these disciplines. In section 5 are excerpts of views on issues facing secondary schools in the 1980s stated at a National Association of Secondary School Principals conference. Other elements in the document are a glossary of terms, a six-page summary with conclusions, nine recommendations, and a chronology of events affecting American public education. (MLF)

ED 238 066 CS 504 485

Evans, Adeline L.; King, Thomas R.
Nonfluencies in the Speeches of Black College Students.
PUB DATE- 71
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Black Students; College Students; Communication Research; Comparative Analysis; Higher Education; *Language Fluency *Language Usage; *Racial Factors; *Social Influences; *Sociolinguistics; Speech Communication; Speech Skills; Verbal Ability
IDENTIFIERS- *Nonfluencies (Language)

To investigate the speech of black college students for nonfluencies--linguistic elements breaking the flow of words or ideas--and to ascertain if students' attendance of a largely black or largely white university influenced their use of nonfluencies, 2 black students at a predominantly black university and 25 black students at a predominantly white university were audiotaped while giving short speeches. Chi square analysis of eight types of nonfluencies--(1) interjections, (2) part-word repetitions, (3) wor repetitions, (4) phrase repetitions, (5) revisions, (6) incomplete phrases, (7) broken words, and (8) incomplete sounds--revealed no significant difference between the nonfluency index of either group Both groups had the highest means for interjections and revisions and used about three nonfluencies per 100 words. As results indicate that very few students will use a large number of nonfluencies, speech communication instructors should recommend that students with 10 or more nonfluencies per 100 words receive help from speech therapists or language specialists. (MM)

Wanguri, Deloris McGee
A Study of Communication Expectations of Black Graduate Students at a State University.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Students; *Communication Research; *Decision Making; *Expectation; Graduate Students; Higher Education; *Information Sources; Participant Satisfaction; *Student Attitudes; Universities

A study investigated the influence of various information sources on graduate students' communicative, social, and academic expectations. Specifically, the study examined whether (1) those students who received preentry information about a university from an informal source would perceive that more of their expectations were met than would those who received information from a formal source, (2) those students who received previous degrees from similar universities would perceive that more of the expectations were met than would those who received degrees from dissimilar universities, and (3) those students who, prior to enrolling, examined and evaluated alternative universities would perceive that more of their expectations were met than would those who did not do so. Subjects, 72 black graduate students, completed a 12-item questionnaire that elicited information concerning sources that had influenced them in choosing a university, preentry expectations, postentry perceptions, previous universities attended, and their decision making processes. Results indicated that sources of information, similarity of institution attended, and examination of alternative universities were not important as determinants of the degree to which expectations were perceived to have been met. (FL)

ED 238 051 CS 504 468

Griffin, Em
Communication Patterns in Four Types of Intimate Friendship.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Patterns; College Students; *Communication Research; Females; *Friendship; Higher Education; *Interpersonal Attraction; *Interpersonal Communication; Males; Social Life
IDENTIFIERS- *Communication Patterns

To compare differences between types of friendships on an assortment of communication and situational variables, a study was conducted that involved pairs of four types of intimate friends: male-male, female-female, male-female with romantic interest, and male-female without romantic interest. Subjects, 61 pairs of colleg students, completed measures gauging (1) months of closeness, (2) self-disclosure, (3) communication efficiency, (4) protection of partner, (5) touch behavior, (6) similarity of academic interests, (7) perceived status, (8) extent of caring, and (9) probability of future emotional and geographic closeness. Results indicated that, overall, there was little difference among friendship types. However, male pairs gave evidence of greater stability while the nonromantic cross-sex pair tended to be more volatile than the othe friendship types. Romantic pairs were the most certain of future commitment, while female pairs had the least control over the futur of their relationship. (Author/FL)

ED 238 052 CS 504 469

Gordon, Ron
An Investigation of the Giving and Receiving of Interpersonal Feedback within the Human Relations Group.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Patterns; *Communication Research; *Communication Skills; *Feedback; *Group Dynamics; Helping Relationship; *Individual Development; *Interpersonal Communicatio
Personality Traits; Self Actualization; Social Support Groups

A study investigated the process of giving interpersonal feedback in two continuing human relations groups to determine (1) the proportion of feedback perceived as useful for personal and interpersonal development, (2) the relationship between giving feedback that is perceived as useful and receiving that feedback, and (3) the relationship between measures of self-actualization/extroversion/neuroticism and the giving of feedback perceived to be useful. Subjects, 33 members of two different university human relations groups, met in their groups three times a week over a seven-week period. During the first group meeting, each subject completed personality inventories, measuring extroversion-introversion and neuroticism. During each of the remaining sessions, a facilitator gathered data using an interpersonal feedback form especially prepared for the study consisting of six sets of scales that rated feedback as either beneficial or harmful, useful or useless, or valuable or worthless. Throughout the study, they also completed weekend reflection forms, with similar scales, to gauge whether their evaluations had changed with reflection. Results showed that approximately 90% of the received feedback was perceived as beneficial, useful, and valuable There was a positive relationship between the giving and receiving of useful feedback, and extroversion, neuroticism, and self-actualization scores were not found to be related to the givin of useful feedback. (FL)

ED 238 067 CS 504 486

Theatre I & II Instructional Guide.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Acting; *Aesthetic Education; *Course Objectives; Curriculum Guides; *Drama; *Educational Objectives; Education Work Relationship; High Schools; Production Techniques; Speech Communication; *Speech Curriculum; *Theater Arts

By taking a two-semester course in theatre, students in grades 10 through 12 can gain a better understanding of drama. Theatre I provides an overview of the field of theatre and serves as a prerequisite to all further theatre courses. Upon completion of the first course, students should be able to (1) respond aesthetically to theatre; (2) recognize theatre as a reflection of human needs; (3) perform first independently and then as a member of a group; (4) consider the various possibilities for careers within the theatre arts; (5) solve problems creatively through the application of the techniques of relaxation, imagination, concentration, and sense memory; (6) convey attitude and emotion through a variety of verbal and nonverbal behaviors; (7) demonstrate a knowledge of theatre terminology; (8) identify the characteristics of various forms of dramatic literature and styles of production; and (9) demonstrate an understanding of the relationship among artist, theatre, audience, and society. After completion of Theatre II students should be able to perform basic tasks of technical theatre; demonstrate appropriate stage and acting techniques; perceive the relationship between a period of history and the theatre it produced; assume the identity of a specified character, based upon a thorough analysis of a script; read and interpret a play for possible class performance; and identify career opportunities in acting and technical

production. (HOD)

ED 238 082 CS 504 506

Winebrenner, T. C.
The Rhetorical Dimensions of Popular Song.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; Creative Expression; Interpersonal Communication; Persuasive Discourse; *Popular Culture; *Rhetoric; Rhetorical Criticism; *Self Expression; Singing; *Vocal Music
IDENTIFIERS- Audience Response; Burke (Kenneth); *Popular Music; *Songs

Communication scholars have recently focused attention on songs as artifacts of popular culture. Current literature implies that the contexts of music communication are defined by the relationships that songs establish between artists and their audience: persuasive, expressive, and commercial. As the commercialization of music is an inherently rhetorical process, it is in this commercial context that rhetorical theory and popular song must find union. The appeal of popular songs can be explained through Kenneth Burke's concept of identification with others, an essentially rhetorical process. Thus, a song that begins as an artist's personal expression becomes, through identification, a vicarious expression by the listener. Music serves as a repository for the concerns of the society in which it is found, both communicating and reflecting normative values. It is also the nature of the music itself, and not the vocal or lyrical aspects alone, that accounts for its popularity. Thus a rhetoric of popular song would be incomplete if it failed to address the rhetorical implications of music style. Audiences either relate

or fail to relate to music according to their ability to identify with the particular style. Taken as a whole, the social theory of music suggests that popular songs function as communicative events. In addition to serving the ends of persuasion and artistic expression, music is a medium of vicarious expression for audiences as collectives and as individuals. (HTH)

ED 238 096 EA 015 766

Firestone, William A.; Herriott, Robert E.
Rational Bureaucracy or Loosely Coupled System? An Empirical Comparison of Two Images of Organization.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bureaucracy; Cluster Analysis; Discriminant Analysis; Educational Improvement; Elementary Secondary Education; Models; *Organizational Climate; *Organizational Theories; *School Organization; Tables (Data); Teacher Administrator Relationship
IDENTIFIERS- *Loosely Coupled Systems

According to organizational theory, the administrative structure of schools has an effect on the feasibility and ease of improving their operation. To determine whether schools are better characterized as rational bureaucracies or as loosely coupled systems or whether some schools belong to each model, four dimensions were operationalized (goal consensus, centralization of influence, vertical communication, and rule enforcement) that would receive high scores in a rational bureaucracy. Approximately 1,300 teachers from a random sample of 50 schools drawn from southeastern Pennsylvania were administered questionnaires that collected data concerning the organizational structures of their schools. A series of cluster and discriminant analyses revealed two distinguishable groups of schools, one associated with each model. The results of this research have substantial practical as well as theoretical utility. (MLF)

ED 238 068 CS 504 487

Gouran, Dennis S.
The Suasory Functions of Communication in the Process of Group
Decision-Making: Necessity and Paradox.
PUB DATE- 13 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; *Conflict Resolution; *Decis
Making; *Group Dynamics; Group Unity; *Informal Leadership;
Interpersonal Communication; *Persuasive Discourse; Problem Solvi
*Research Needs; Speech Communication
IDENTIFIERS- *Suasory Influence

Of the many specific situations in which the exercise of suasory influence may be necessary to assure that a decision making group meets its analytical responsibilities, five appear to be particularly important. These are circumstances in which (1) a grou is violating accepted procedural norms, (2) an authority figure or high status group member is exerting undue and improper influence the course of a discussion, (3) the majority is inappropriately exerting pressure for uniformity, (4) members of the group are displaying inferential deficiencies, and (5) participants are basi judgments on stereotypic thinking. These situations suggest that suasory influence is more appropriate under circumstances in which the interests of rational choice can be furthered. Suasory intervention, however, could well worsen an already undesirable situation. Efforts to reorient group members toward a decisional a may be so subtle as to go unnoticed, so weakly stated as to go unheeded, or so direct as to arouse animosity toward the initiator A potentially fruitful area for future research, therefore, is the examination of the relative effectiveness of alternative modes of suasory influence. (HOD)

ED 238 083 CS 504 510

Jenkins, Mercilee MacIntyre
The Story Is in the Telling: A Cooperative Style of Conversation among Women.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Communication Skills; Cooperation; *Females; *Interaction; *Interpersonal Communication; Males; Mothers; Personal Narratives; *Sex Differences; Speech Communication; *Story Telling
IDENTIFIERS- *Conversation

To learn more about small group interactions, a study investigated the characteristics of women's conversation in its own right rather than compared to a male model of conversation. The researcher spent 10 months as a participant/observer in a women's weekly circle (WWC), a group of mothers of young children who met once a week. The researcher focused on storytelling as a form of social interaction that would embody the communicative style and interactional norms of the group. Early sessions were transcribed from memory and later sessions from tape recordings. Impressions and interpretations of the group's interactions were verified through participant interviews at the end of the observation period. It was found that, unlike the typically competitive conversation of men, women's conversation was characterized by cooperation and support. Stories reflected vicarious as well as personal experiences and prototypical as well as specific events, and were told in order of occurrence or expanded from a kernel. Turn-by-turn talk was not suspended to permit story telling to take place in conversation. WWC members characteristically made linking remarks, thus facilitating the telling of stories, highlighting story connections within a series, and showing their connection to the ongoing stream of interaction. The sharing of common problems through storytelling was much more common than self-aggrandizement through tales of personal adventures and exploits. (HTH)

ED 238 053 CS 504 470

Bozik, Mary

The Development of Interaction Management Skills in Early and Late Adolescence.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Communication Skills; Developmental Stages; Elementary Secondary Education; *Feedback; Grade 7; Grade 11; Interaction; Interaction Process Analysis; *Interpersonal Communication; Listening Comprehension; Speech Communication
IDENTIFIERS- Audience Awareness; *Feedback Control

A study examined age differences in the use of interaction management strategies. Students (13 seventh-graders and 24 eleventh-graders) were asked to describe how to play a game to a peer. Each speaker then became a listener in the next dyad. A tally was kept of speaker and listener use of six categories of feedback, and the quality of that feedback was assessed by assigning strategies specific values based on the assumption that specific feedback strategies result in a higher quality of interaction. The results showed that half the speakers did not seek any indication of listener comprehension, and a mere 14% attempted to obtain a specific sign of understanding. Seventy-five percent of the seventh grade speakers failed to seek indications of general listener understanding, as opposed to 21% of the eleventh grade students, indicating that the older students were much more likely to seek signs of general understanding. Findings revealed no similar effect, however, for the use of strategies to establish a more specific understanding. Although indicating that a slight developmental trend in interaction management skills exists, findings indicated a lack of competence even at the eleventh grade, suggesting a need for training programs to encourage more frequent attempts at feedback management. (Extensive tables of data are appended.) (HTH)

ED 238 097 EA 015 767

School District Survey of Academic Requirements and Achievement. Fast Response Survey System, Early Release.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-210
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Achievement Gains; College Entrance Examinations; Elementary Secondary Education; Minimum Competency Testing; National Norms; National Surveys; Program Implementation; *Questionnaires; School Administration; *School Effectiveness; School Surveys; *Student Improvement; Tables (Data)

Results of this survey indicate that three important ways to improve high school student achievement are to increase daily attendance, improve study skills, and increase required courses. Two-thirds of the school district administrators responding rated increasing attendance as highly important. Almost half strongly favored increasing required core subject and study skill courses. Other highly rated alternatives among the eight listed were raising graduation requirements and expanding inservice teacher training. During the past 3 years (1979-82), nine out of ten districts reported implementing one or more activities to bolster achievement. Although urban, suburban, and rural districts are similar in their graduation requirements, urban districts tend to emphasize minimum competency tests and homework assignments more than rural districts. Minimum competency tests and scores from the Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program revealed no consistent pattern of positive relationships between requirements and achievement. Questionnaires mailed to a national probability sample of 571 school districts representing 11,370 school districts with high schools yielded a 93 percent response rate. Six tables of statistical findings and a reproduction of the survey questionnaire are included. (JBM)

ED 238 069 CS 504 488

Book, Cassandra L.; And Others
A Study of the Relationship between Teacher Explanation and Student Metacognitive Awareness during Reading Instruction.
PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication; Comparative Analysis; Educational Research; Elementary School Teachers; Grade 5; Intermediate Grades; *Metacognition; Reading Improvement; *Reading Instruction; Reading Processes; Research Methodology; *Student Teacher Relationship; *Teacher Effectiveness; *Teacher Role; Training Methods
IDENTIFIERS- *Explanations

A study examined the effects of teachers' use of explicit explanation on students' levels of metacognitive awareness of the reading process and on their reading achievement as measured by a standardized test. Subjects, 22 fifth grade teachers from 13 different elementary schools, were observed by researchers who had been trained in using a management observation form. After rating the teachers as high, medium, or low classroom managers, the researchers then randomly assigned each to a treatment or control condition. Teachers in the treatment condition were trained to use explicit explanation during reading instruction, and those in the control condition were trained in classroom management techniques. All teachers were asked to incorporate what they had learned into their classroom lessons with low reading students. The students in all classes were tested previous to instruction using a standardize reading test and again following it. Results showed that the students of treatment condition teachers were more aware of what they had been taught than were students of control condition teachers. In addition, there was a significant positive relationshi between teachers' explicit explanation and students' metacognitive awareness. (The criteria for evaluating teacher commmunication, a copy of the conventions for data analysis, and tables of data are appended.) (FL)

ED 238 084 EA 015 222

Wallin, Erik; And Others
The Relationship between Educational Research and Organization Theory. Uppsala Reports on Education 15.
Uppsala Univ. (Sweden). Dept. of Education.
PUB DATE- Oct 82
AVAILABLE FROM- Department of Education, Uppsala University, Box 2109, S-750 02 Uppsala, Sweden (single copies only).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Research; *Educational Theories; Foreign Countries; *Organizational Theories; Research Needs; Research Proposals
IDENTIFIERS- Sweden

Originally written to accompany a request for funds to set up a research project concerning the relationship between educational theory and organization theory, this brief report is based on the assumption that organization theory has a valuable contribution to make to the development of education as a science. First outlined are trends in educational theory in the 1960s and 1970s in Sweden. Then the case for applying organization theory to education is made, and a model is suggested of how educational processes depend on societal, institutional, and individual underlying factors. Next, two dissertations are summarized in which an organizational approach has been applied to schools. The first concerns the school as an organiztion and concludes that organization theory can clarify the complexity of school organization. The second uses an organizational approach to analyze staff development in the employment sector and recurrent education. Finally, activities planned for the initial phase of the proposed project are listed, including monitoring international developments in this area, establishing international links with researchers in this field, and compiling a document on the relation between education and organization theory to serve as a basis for further research. (JM)

ED 238 109 EA 016 202

O'Reilly, Robert C.
Things a Board Ought Never Bargain.
PUB DATE- 23 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Board of Education Policy; *Collective Bargaining; *Contracts; Elementary Secondary Education; *Employer Employee Relationship; Labor Demands; *Personnel Policy; *Scope of Bargaining; Unions

Experience indicates that school boards have an inadequate understanding of labor relations, for they tend to relinquish too much of their authority to teachers' associations. A survey of 11 articles pertaining to labor relations from the "American School Board Journal," 1970-82, reveals the following consensus on areas unsuitable for inclusion in contract negotiations: (1) management rights residing in the board; (2) ambiguous or imprecise language, which could be construed to the detriment of the school board's authority; (3) specific money items separated from the total cost; (4) grievance procedures; and (5) constraints on the normal operational practice of the board. In view of recent changes in the economy, school boards (like employers in the private sector) will be able to exercise greater leverage in contract negotiations. They should therefore consider hiring a professional negotiator and otherwise clarify their bargaining strategy in light of their long-range goals. (TE)

ED 238 110 EA 016 203

Kittock-Sargent, Monica
Hiring Procedures.
Montana School Boards Association, Helena.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (Code No. 0430; $5.25; orders of $25.00 and under must be prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Qualifications; *Administrator Selection; Affirmative Action; Assistant Principals; *Board Administrator Relationship; *Board of Education Policy; Compliance (Legal); Contracts; Elementary Secondary Education; Employment Interviews; *Employment Practices; Equal Opportunities (Jobs); Federal Legislation; *Personnel Policy; Principals; *Recruitment; Sex Discrimination; Superintendents; Supervisor Qualifications
IDENTIFIERS- Womens Educational Equity Act

Developed over a 2-year period, this manual is a guide for school district officials in developing fair and consistent hiring procedures. Section 1 is a brief compilation of the federal laws and regulations governing hiring practices in the public elementary and secondary schools. It includes legislation relating to civil rights, fair employment practices, and disability benefits. Section 2 covers the major components of the selection and hiring process, through a sampling of available forms and procedures. These include a procedural flow chart, recommended personnel policies, and sample job descriptions, interview and application forms, and contracts. These materials are intended for use in hiring superintendents and principals, though adaptations are suggested for other school district personnel. Section 3, "Other Issues," includes tips on the use of outside agencies in the hiring process, affirmative action guidelines, and suggestions for handling discrimination charges. A bibliography is included. (TE)

ED 238 111 EA 016 204

Cognetta, Randall, Ed.; And Others
Comprehensive Needs Assessment. Revised.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- 81
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Data Collection; *Educational Planning; Elementary Secondary Education; Evaluation Methods; *Information Seeking; Investigations; *Needs Assessment; Participative Decision Making; Program Improvement; Questionnaires; Resource Allocation; Surveys
IDENTIFIERS- Worldwide Needs Assessment Model

Needs assessment, a procedure for obtaining and analyzing information for use in decision-making, consists of identifying the concerns of faculty, staff, parents, students, and community, and validating these concerns (which only then become "needs") by means of information derived from surveys and school records. The Worldwide Needs Assessment Model is here adapted for educational institutions, with appended comments for each step of the process. This 16-step model consists of 5 essential operations: (1) determine scope and purpose of assessment; (2) appoint/orient steering committeee; (3) identify concerns; (4) analyze concerns; and (5) determine, report, and prioritize needs. The procedure is illustrated by a fold-out flow chart at the end, along with appendixes comprised of sample implementation forms and a list of the other needs assessment models available. (TE)

ED 238 112 EA 016 205

Ball, Geoffrey H.
Creative Problem Solving in Quality Circles.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jun 82
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Decision Making Skills; Educational Improvement; *Problem Solving; Secondary Education; Staff Development; *Workshops
IDENTIFIERS- *Creative Problem Solving; Quality Circles

One of a series of seven guides to developing the skills of quality circle members, this workbook is intended to introduce participants in creative problem solving workshops to literature on the subject as well as to provide tools for creative problem-solving. Contents include introductory activities, an overview of creative problem-solving, and sections on strategies for three general phases of problem-solving: (1) problem acceptance, perception, analysis, and definition; (2) generating and developing alternatives; and (3) evaluating, decision forming, and decision making. Also discussed are additional problem solving tools, breaking down blocks to creative problem-solving, continuing skill development, and review tests. Notes to trainers and an annotated bibliography accompany the text. Appendixes include actions for reaching consensus, proposed ground rules, factors in problem-solving, and the median estimate method. (MJL)

ED 238 113 EA 016 206

Halverson, Don E.
An Effective Time and Management Strategy in Quality Circles.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- May 83
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Role; Classroom Techniques; *Educational Administration; Elementary Secondary Education; *Management Development; Management Systems; *Problem Solving; Teacher Improvement; Teacher Role
IDENTIFIERS- *Quality Circles; *Time Management

Contending that participation in quality circles enhances effective time management by school administrators and teachers, this guide provides both a theoretical briefing and practical recommendations for better time management. A pre- posttest prefaces a review of basic concepts of quality circles with reference to the work of Abraham Maslow, Douglas McGregor, Rensis Likert, and others. The processes of decision making and problem-solving within the quality circle are outlined. Aspects of time management discussed include the importance of time to management, effectiveness areas of managers and of teachers as managers, a proposed process for setting priorities, overcoming barriers to effective time use, and principles of delegation. An application of time management concepts to quality circles enumerates ways in which participation in quality circles directly supports managers' and teachers' high priority effectiveness areas. Quality circles are credited with improving members' problem-solving and group process skills, raising their self esteem, offering a shared stake and greater commitment to organizational goals, and facilitating greater discretionary use of time. Selected references for further study, sample worksheets such as job objectives and performance standards and time logs, and priority settings materials are appended. (MJL)

ED 238 054 CS 504 471

Buzza, Bonnie Wilson
Speech and Theatre Programs in Two Midwest Consortia.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Consortia; *Curriculum Research; Faculty Development; Higher Education; Program Improvement; *Small Colleges; *Speech Communication; *Speech Curriculum; Speech Instruction; *Theater Ar
IDENTIFIERS- *Associated Colleges of the Midwest; *Great Lakes Colleges Association

The official college catalogues of the 25 institutions comprising the Associated Colleges of the Midwest (ACM) and the Great Lakes Colleges Association (GLCA) consortia were studied to provide descriptive information on the special needs and interests of smaller speech and theatre programs. Information on speech departments indicated three general patterns: speech departments were combined with drama or theatre in nine institutions, speech wa a separate department in seven institutions, and speech courses wer scattered throughout the curriculum in nine institutions. The ACM had no separate speech departments and the GLCA had seven colleges with speech departments. Only one ACM college had a college-wide speech requirement. Drama departments also indicated a pattern. In eight institutions drama was a separate department--five of these were in the GLCA and three in the ACM. Acceptance of drama courses for fulfilling requirements was much more common than acceptance of speech courses; in the GLCA, drama courses were accepted in every institution. The GLCA seemed to have a stronger performance emphasi in the preparation of many of their faculty members, while the ACM had a more traditional research focus. Through research efforts by the Small College Committee of the Speech Communication Association and the development of the Programs of Limited Size organization within the American Theatre Association, both the shared concerns and the special needs of these differing groups can be better understood. (Extensive tables of data are included.) (HTH)

ED 238 070 CS 504 489

Curtis, Dan B.; Beebe, Steven A.

A Rationale for Developing Communication Training Programs: Issues and Resources for Curriculum Development.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Skills; Curriculum Development; Educational Needs; Educational Opportunities; *Education Work Relationship; *Employment Potential; Higher Education; Inservice Education; *Labor Force Development; *Organizational Communication; Speech Communication; *Speech Curriculum

A number of studies consistently identify the importance of communication skills, both oral and written, as vital to employability. Speech communication departments, however, have been slow either in responding to industry's needs or in informing students of the high correlation between communication skills and employability. Some of the possible obstacles to restructuring the curriculum to include a communication training course or program are (1) instructors' doubts about their ability to develop and teach the courses, (2) the assumption that training techniques are only a fad, and (3) the belief that concern with the nonacademic career relevance of education will not enrich the discipline's scholarly and educational activities. Broadening the scope of traditional approaches to speech education curricula can produce students who are better able to meet the need for communication education in business and industry. The focus of the traditional speech methods courses could be expanded to include units on conducting seminars, workshops, and comprehensive training programs. In addition, existing courses in organizational communication could be expanded to include a unit on training and development. Emphasis could be placed on topics unique to human resource training. By thus changing the curricula, the communication educator can become more prevalent in industry. (HOD)

ED 238 085 EA 015 745

Baugh, William H.; Stone, Joe A.
Sex Differences in the Educator Labor Market. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; Affirmative Action; Elementary Secondary Education; Employment Experience; *Equal Opportunities (Jobs); Faculty Mobility; Longitudinal Studies; Multivariate Analysis; Principals; *Promotion (Occupational); *Salary Wage Differentials; Sex Differences; *Sex Discrimination; Tables (Data); *Teachers
IDENTIFIERS- *Oregon

This study examines both the existence and the determinants of sex differences in teacher salaries and mobility, administrative salaries, and promotions to administrative positions. Longitudinal data on individual careers in education were used, primarily for educators in Oregon during the period 1971-81, but in some instances for educators in New York during the 1970s. Little evidence is found of sex discrimination in salaries of teachers in the 1970s, and only very small sex-related differences in wage responsiveness and interdistrict mobility were noted. Evidence on promotions to administrative positions indicates that in the early 1970s female teachers were significantly less likely to be promoted than similarly qualified male teachers, but that by the late 1970s the difference was no longer significant. In addition, formal index measures of discrimination declined by about half during the same period. By 1980 no evidence is found of salary discrimination among administrators, when experience in education is allocated into teaching and administrative components. These findings suggest that equal employment opportunity and affirmative action efforts initiated during the 1970s contributed to a reduction in employment discrimination against women in education. (Author/MLF)

ED 238 055 CS 504 472

Kay, Jack

Political Campaign Debates: Reconciling Public, Media, and Candidate Needs.

PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Competition; *Debate; News Media; *Persuasive Discourse; Political Attitudes; Political Issues; *Politics; Public Speaking
IDENTIFIERS- *Debate Format; Media Role; Political Campaigns; *Political Candidates

The public, the media, and the candidates each bring a unique and sometimes contradictory set of needs to the political campaign debate that must be reconciled in designing formats to significantly improve debate practice. Five format suggestions address problems characteristic of debates, particularly at the state and local levels: (1) format designers should implement techniques that feature direct clash; (2) designers should seek formats that develop more systematically the issue and policy differences between candidates; (3) designers and questioners should develop more rigorous methods for selecting questions; (4) designers and questioners should provide follow up periods for candidates to push each other to address the questions; (5) debate reporters should strive to provide balanced coverage and avoid instantaneous analysis; and (6) candidates should be given equal time to answer questions and confront one another. (HTH)

ED 238 071 CS 504 492

Sampugnaro, Vincent J.; And Others
Nonverbal Behaviors within Communicator Style as Possible Predictors of Hireability in Employment Interviews.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Communication Skills; *Employer Attitudes; *Employment Interviews; *Employment Potential; Higher Education; Job Applicants; *Nonverbal Communication; Predictive Measurement; *Predictor Variables; Speech Communication
IDENTIFIERS- *Communicator Style

A study was conducted to identify the nonverbal behaviors predicting hireability, as well as the nonverbal behaviors candidates employ that predict hireability. Subjects were 25 campus recruiters, each of whom was given a cover letter explaining the purpose of the study and three copies of a Likert-type questionnaire on a single communicator style--either openness, friendliness, attentiveness, or preciseness. After completing an interview, recruiters were instructed to indicate on the scale to what extent a candidate displayed certain nonverbal characteristics. Twenty-two variables were used: the four communicator styles, hireability, and 17 nonverbal behaviors. Results indicated that to be perceived as hireable, a candidate should (1) use good posture, (2) nod head to indicate attentiveness, (3) lean toward the interviewer, (4) enunciate clearly, (5) have good facial expression, (6) maintain good eye contact, (7) be neatly groomed, (8) talk with an animated style, (9) use hand gestures, (10) have vocal variety, and (11) avoid fidgeting. Another finding was that coordinated clothing was a necessary but not a sufficient condition for being considered hireable. It was also noted that candidates could be perceived as facially expressive, smiling, and friendly without being considered hireable. Finally, the style dimension of openness and the nonverbal behaviors associated with it were found to be strong predictors of hireability. (A sample cover letter and test instruments are appended.) (HOD)

ED 238 086 EA 015 749

Fifer, Fred L.
Teacher Observation: A Format for Systematic Formative Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Environment; *Classroom Observation Techniques; Elementary Secondary Education; Formative Evaluation; *Lesson Observation Criteria; Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation

This paper both reviews results of research related to teacher evaluation and then presents a suggested evaluation format to be used based on these research findings. The research reviewed falls into five general categories: format for evaluation, guidelines for evaluation, criteria for evaluation, problems with evaluation, and definitions of effectiveness as related to teaching. The proposed model for formative classroom evaluation is described as having six essentials for building a solid foundation for classroom instruction: physical arrangement of room, personal qualities, classroom management, teaching skills, communication skills, and additional data that affect classroom climate. (JM)

ED 238 056 CS 504 473

Pace, Roger C.
Group Discussion as a Rhetorical Process: The Influence of the Small Group Setting on the Process of Accedence.
PUB DATE- 13 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- Critical Thinking; *Decision Making; Group Behavior; *Group Discussion; *Group Dynamics; Higher Education; Interpersonal Communication; Peer Influence; *Persuasive Discourse; *Problem Solving; *Rhetoric; Rhetorical Criticism
IDENTIFIERS- *Small Group Communication

To investigate the influence of group settings on the receiver's perception of an inducement to rhetorical transactions, 45 undergraduates in a basic speech communication course were asked to rank from most important to least important a group of items that might help survivors of an arctic plane crash. After completing individual rankings, subjects participated in small group discussions and created group scores for the items. They then identified the three items showing the greatest incremental differences between their personal and group scores. Subjects' responses were grouped into four general clusters: those listing justifications for changed opinions, those comparing competing arguments, those citing sources as support, and those indicating the group process as an explicit factor in changed ranking. Tentative generalizations from these responses included the following: (1) group rhetoric is inherently related to the consensual development of the group; (2) rhetorical ideas develop from comparisons, which are themselves facilitated by the small group setting; (3) rhetorical transactions are a function of leadership; (4) the construction of an argument in a small group setting is an interactive, social phenomenon; and (5) consensus is frequently a matter of compromise and cooperation rather than agreement. (MM)

ED 238 072 CS 504 495

Neer, Michael R.; Hudson, David D.

The Gender Communication Scale: A Scale Development of an Instrument to Measure Gender Role Behavior.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; Communication Research; Females; Friendship; Higher Education; *Interpersonal Communication; Males; *Measurement Techniques; *Role Perception; Sex Differences; *Sex Role; *Sex Stereotypes; *Social Behavior; Speech Communication
IDENTIFIERS- *Gender Communication Scale

To derive a descriptive profile of communication role patterns and to determine whether these patterns were gender dependent, a Gender Communication Scale was developed by selecting scale items from other instruments that best discriminated reports of role behavior. The scale was then administered to 91 male and 148 female undergraduate students. Four dimensions of role behavior were tested: role dominance, role sensitivity, role adaptability, and role flexibility. Also tested were sex role attitudes. Findings showed that biological sex was a less consistent predictor of role communication patterns than role variability. Role variability appeared to better explain development of opposite-sex friendship than biological sex. On the other hand, biological sex did appear to mediate social-role attitudes more consistently than role variability. It was concluded that the global gender stereotype frequently attributed to males and females was not consistently manifested in perceptions of communication role behavior. (A copy of the scale and tables of data are appended.) (HOD)

ED 238 087 EA 015 755

Saraf, S. N.
Literacy in a Non-Literacy Milieu: The Indian Scenario.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-36
PUB DATE- 80
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. R.57; Frs. 10.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTIONS- Adult Basic Education; *Adult Literacy; Decentralization; *Developing Nations; Educational Assessment; *Educational Development; Educational Environment; Educational Experiments; Foreign Countries; Government Role; *Illiteracy; *Literacy; Local Issues; National Programs; National Surveys; Rural Development; Rural Education; Tables (Data)
IDENTIFIERS- *India

Section 1 of this report develops the thesis that while illiteracy is deeply entrenched in certain areas of India, it is also confined to specific pockets of the population. Recognition of this fact should be the basis, according to the author, of literacy strategy. Section 2 provides a history of the levels of priority given to adult education and literacy in India from 1947-77. In sections 3 and 4, the author examines both the experimental one-state literacy projects known as "The Village Literacy Movement" and the national "Functional Literacy Project," which have served as a springboard for the "National Education Programme" outlined in section 5. While section 6 focuses on developing a program to meet the learning needs of India's neglected rural youth, section 7 argues the necessity of linking adult education and literacy to local and national development. Sections 8 and 9, which conclude the study, propose a decentralized, area-specific strategy that would approach problems of literacy and adult education within the context of Indian conditions. The report includes extensive data. (JBM)

ED 238 057 CS 504 475

Hanson, Gail
The Executive Woman: Rhetorical Visions in "Management Review," 1951-1981.

PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Change; Business Administration; Communicatio
Research; Content Analysis; *Employed Women; Leadership Qualities; Males; Management Development; *Managerial Occupations; *Organizational Communication; *Periodicals; Personnel Evaluation; Sex Bias; Sex Differences; *Social Change
IDENTIFIERS- *Dramatistic Criticism; Management Review (Journal)

To examine the attitudes of management literature toward female managers, 27 articles published in "Management Review" between 1951 and 1981 were subjected to both content analysis and fantasy theme analysis with attention to dramatistic plot elements. Used to identify and categorize prominent themes, content analysis revealed three major clusters of topics: the statistical presence of women managers, special problems they face, and their perceived masculinity or femininity. Qualitative analysis showed that the earliest articles presented the exposition of characters, setting, motives, and conflict involved in women's bids for management positions. The next series of articles comprised the discovery section, showing that women had business strengths as well as liabilities. Articles suggesting a reversal of expectations for women's success in management followed. The point of attack, initiating the process of change, could be seen in articles following the passage of the Civil Rights Act of 1964. The climax, which was found in two articles published in 1978 and 1980 that suggested that modern corporations needed managers blending male and female qualities, was followed by a crisis in an article that asked if management would open its doors to new talent. The remaining articles presented the beginning of the denouement with some suggestions of what corporations were already doing to bring women into the corporate enclave. (Appended are a list of the articles used and data from the content analysis.) (MM)

ED 238 073 CS 504 496

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Acting; Annotated Bibliographies; Blacks; Dialects; *Doctoral Dissertations; *Dramatics; Educational Research; Elementary Secondary Education; Females; Higher Education; Interdisciplinary Approach; Literature Appreciation; Models; Narration; Older Adults; *Oral Interpretation; Playwriting; *Production Techniques; Professional Associations; *Teaching Methods; *Theater Arts; Whites

IDENTIFIERS- American Educational Theatre Association; Psychodrama

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the relative effects of two creative drama approaches on the dramatic behavior and mental imagery ability of elementary school students; (2) the history of the American Educational Theatre Association; (3) the woman director in the contemporary, professional theatre; (4) the theatrical origins of psychodrama; (5) drama, celebration, and aging; (6) Zen and the art of oral interpretation; (7) playwrights in production; (8) a Lessac system model for the teaching and study of standard British, Cockney, and Irish stage dialects; (9) the effects of preperformance materials on the child's ability to respond to a theatrical performance; (10) the relationship between the white critic and the black theatre from 1959 to 1969; (11) the bodily action research of Ray L. Birdwhistell and Paul Ekman; (12) guided design as applied to a theatre history course; (13) the Paper Bag Players, a theatre for children; and (14) the living theatre in the United States. (MM)

ED 238 088 EA 015 756

Mbamba, A. Mauno
A Diagnostic Analysis of the Education System in Namibia.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-OP-58
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. S.26; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Access to Education; Colonialism; Developing Nations; Educational Assessment; *Educational Discrimination; *Educational Environment; Educational Equity (Finance); Educational History; Educational Opportunities; *Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; Geographic Distribution; National Programs; Politics; Racial Composition; *Racial Discrimination; School Segregation; Tables (Data)
IDENTIFIERS- *Namibia; *South Africa

This study's objectives are to describe South Africa's apartheid education policy in Namibia, to identify imbalances in educational opportunities and the impact of apartheid education on the African population, and to provide information for future educational policy formulation. Based on historical and present data--both official and unofficial--that focus on enrollment, schools, and teachers as indicators of educational system expansion, the study emphasizes primary and secondary education during the period 1962-76. Following a presentation of Namibia's geography, population, economy, and political situation, a chapter on the educational system discusses the growth and distribution of educational opportunities among the country's racial groups and regions. Conclusions and suggestions for future policy development include the following: (1) Namibia's three separate education administrations enhance racial discrimination and encourage inequalities in social and regional development; (2) the disparity in the distribution of educational facilities among races and between regions has widened, with southern section Whites most favored and northern section Africans least favored; (3) existing educational facilities must be integrated to allow equal access for all; and (4) teacher/pupil ratios among Whites and Coloureds are much lower than among Africans. (JBM)

ED 238 058 CS 504 477

Follert, Vincent F.; Colbert, Kent R.

An Analysis of the Research Concerning Debate Training and Critical Thinking Improvements.

SPONS. AGENCY- Valdosta State Coll., Ga.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; Communication Research; Comparative Analysis; *Critical Thinking; *Debate; Literature Reviews; *Meta Analysis; Pretests Posttests; Skill Development; Speech Instruction; Teaching Methods

The results of five studies of the relationship between debate training and critical thinking were examined to determine if in fact debate training improves critical thinking skills. All five studies compared the gains on the Watson-Glaser Critical Thinking Appraisal Test (WG) for subjects who had received debate training with control groups who received no training, producing a total of 47 paired comparisons. Meta analysis indicated that 28 pairs favored debate training to improve critical thinking and 19 favored no debate. The analysis equation indicated an 88% chance that the results could be accounted for by chance. The results of this analysis cast substantial doubt on the claimed relationship between debate training and critical thinking skill improvement. (HTH)

ED 238 074 CS 504 497

Mass Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Cable Television; *Child Development; Cognitive Processes; Commercial Television; Doctoral Dissertations; Elementary Secondary Education; Females; *Mass Media; *Mass Media Effects; *Media Research; Periodicals; Production Techniques; *Programing (Broadcast); Public Television; Radio; Religious Organizations; *Telecommunications; Television Commercials; Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) children's understanding of television advertising; (2) the occupational role portrayed of women in magazine advertisements; (3) the relationship between television exposure and physical activity among sixth grade children; (4) using questions to facilitate learning in children's educational television; (5) television camera movement as a source of perceptual information; (6) cable television programing; (7) determinants of advertising content; (8) the implications of cognitive learning theory for learning from television news; (9) language, media, and world view; (10) the rise and development of commercial audience research and measurement in American broadcasting; (11) small market radio broadcasting; (12) the role of content and scheduling in patterns of program audience duplication; (13) qualitative and quantitative televiewing patterns of high and low achieving public school students; (14) the New Information and Communication Order; (15) television for cultural affirmation; (16) the rating industry; (17) the effects of positive, negative, and mixed message themes in a religious media campaign; and (18) the impact of embeds in advertisements on consumer recall. (MM)

ED 238 089 EA 015 757

Cisar, Vaclav; Petracek, Svatopluk
Scientific and Technical Education in Czechoslovakia.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-43
PUB DATE- 82
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. P.15; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Communism; *Compulsory Education; Curriculum Design; Curriculum Development; Democratic Values; Educational Change; *Educational Environment; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Political Socialization; Politics of Education; Relevance (Education); *Scientific Literacy; Social Change; Social Integration; *Socialism; Social Reinforcement; *Technological Literacy
IDENTIFIERS- *Czechoslovakia

This study focuses on efforts to reform the Czechoslovak educational system through a full integration of scientific and technical subjects into school curricula. Section 1 discusses the future development of the Czechoslovak education system in light of such sociopolitical factors as the establishment in 1976 of a long-term educational democratization and reconstruction program, and the increased tempo of scientific and technological progress. The reconstruction program proposes a 12-year general education as preparation for a broad range of vocations and further education that would fulfill the requirements of an advanced socialist society. Section 2 argues the need for a complete integration of specialized and technical education into the education system from preschool through secondary training. Included are 12 tables of curriculum data indicating courses of study required for various kinds of employment, from the vocational to the academic. Section 3 discusses the planning and development of specialized and technical education in Czechoslovakia in the context of objectives established by the Communist Party and the State, including the development of social production and a socialist personality. (JBM)

ED 238 059 CS 504 478

Watt, Phyllis
Television Cameras in Congress. Freedom of Information Center Report No. 483.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-483
PUB DATE- Nov 83
AVAILABLE FROM- Freedom of Information Center, Box 858, Columbia, MO 65205 ($1.00 each, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cable Television; *Federal Government; Legislators; Mass Media Effects; *News Media; *News Reporting; *Television
IDENTIFIERS- *House of Representatives; Media Role; Media Use; *Senate

While the United States Senate debates the merits of televising it proceedings, it might consider as a model the House of Representatives, which has televised floor activities since 1979 with no dramatic changes in those activities or in members' behavior. The House system consists of inconspicuously placed cameras and microphones operated by remote control from outside the chamber. The cameras focus only on the speaker and do not pan unrelated activities or operate during roll call vote. A proposal for Senate coverage calls for similar discrete nonnetwork operation. Although many political scientists believe the Senate will adapt to being televised as easily as the House has, critics in the Senate contend that television will adversely affect both floor attendance and the length and quality of debate, and that news networks will use footage unfavorably. Even though the proceedings are not particularly entertaining, evidence suggests that many people watch the House debates on C Span, a cable network. Besides being a valuable educational tool for constituents and students, taped sessions would also prove useful to historians and political scientists, all reasons for the Senate to enact the resolution for television. (HTH)

ED 238 075 CS 504 498

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Behavior Patterns; *Communication Research; Computers; Cultural Differences; Doctoral Dissertations; Employment Interviews; Feedback; Group Dynamics; Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; Leadership; *Marriage; Mass Media; *Nonverbal Communication; Religious Cultural Groups
IDENTIFIERS- Communication Patterns; Communicator Style; *Small Group Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) the development of a module to attain the leadership competency of encouraging improved interpersonal communication through feedback; (2) communicating in an American Taoist community; (3) the structural features, interaction patterns, and function of friendship for reticent and nonreticent populations; (4) the effects of interviewees' nonverbal behavior on interviewers' evaluations during a selection interview; (5) seat selection as nonverbal communication; (6) the relationship between small group discussion and self-reflexive evaluation; (7) the impact of fatigue on communication in a dual-career family; (8) therapeutic change in family systems; (9) relational schemata; (10) cultural influences on caretaker-infant interaction; (11) the development of a measure of rhetorical competence in interpersonal communication; (12) mass and vernacular technologies for interpersonal communication via computer; (13) the relationship between communicator style and marital adjustment; (14) the theoretical and empirical integration of two approaches to investigating marital interaction; and (15) the function and significance of metacommunication within marriage. (FL)

ED 238 090 EA 015 758

Bordia, A.
Adult Education for Zimbabwe.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-Sem-P-42
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. R.62; Frs. 5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrative Principles; *Adult Education; *Adult Programs; African Culture; *Basic Skills; Colonialism; Cultural Background; Culture Conflict; *Developing Nations; Disadvantaged Environment; Economic Development; Educational Assessment; Educational Development; Educational Finance; Educational History; Educationally Disadvantaged; *Educational Planning; Educational Principles; Foreign Countries; Human Resources; Labor Force Development; *National Programs; Politics of Education; Racial Discrimination; Social Development
IDENTIFIERS- *Zimbabwe

Section 1 of this study reviews the insufficiency of literacy and basic education programs for adults offered by the colonial Ministry of Education in Zimbabwe prior to independence (1980). While section 2 emphasizes the significance of adult education for the new nation's development, including its implications for manpower training and the assertion and reclaiming of Zimbabwe's cultural identity, section 3 describes such key elements in the planning of adult education programs for the future as literacy and basic education and vocational and technical training. Program emphases include the integration of manual and mental labor, collective organization, cooperation, and sexual equality. Section 4 focuses on political support and administration, addressing questions of costing and finance, resource development, and monitoring. Among guiding administrative principles are the establishment of nonbureaucratic structures, coordination of programs at the national, provincial/district, and village/community levels, and the establishment of evaluation processes for all aspects of the adult educastion system. The study concludes with a call for determined action in the implementation of adult education programs. (JBM)

ED 238 060 CS 504 479

Hochel, Sandra S.
A Position Paper on Teaching the Acquisition of the Mainstream Dialect in Kindergarten and Elementary School.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bidialectalism; *Code Switching (Language); English; English Instruction; Language Acquisition; Language Patterns; Language Skills; Language Usage; *Nonstandard Dialects; *Oral Language; Preschool Education; Primary Education; Speech Communication; *Standard Spoken Usage; *Teaching Methods

The goal of instruction in mainstream dialect (MD) acquisition should be to expand students' oral communication skills to include skills needed for academic and economic success, thereby making alternate dialect speakers bidialectic. This implies recognizing students' home dialect as a valid linguistic system and a part of their identity. Although seldom used in classrooms, an "indirect" approach to MD instruction is advocated by most language arts experts. In this method no explicit instruction in dialect differences is given but students are exposed to models of the dominant dialect. A more direct and consequently more effective approach consists of both formal instruction in dialect differences and exercises in using the MD. This approach (1) is less confusing to alternate dialect speakers, (2) provides more opportunities to use the MD, (3) increases student motivation, and (4) helps to discourage use of the "correction" method. Such instructon should begin in preschool and early elementary grades, since the sooner students begin to speak the MD, the more comfortable they will be with it and the more likely they will be able to code switch. The early instruction is also more effective because young children still enjoy playing with language and sounds and are more willing to risk sounding strange when they use new language patterns. (HTH)

ED 238 076 CS 504 499

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Administrators; Classroom Communication; Collective Bargaining; *Communication Research; *Communication Skills; Conflict; *Debate; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; Group Discussion; Higher Education; Inservice Teacher Education; *Interpersonal Communication; Nonverba Communication; *Persuasive Discourse; Police; Teacher Administrator Relationship; Verbal Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) collective bargaining in higher education; (2) decoding nonverbal communication and clinical effectiveness; (3) the need for interpersonal communication training for Texas peace officers; (4) team and nonteam management in secondary school principal and central office communication; (5) practicing empathy communication in a systematic counselor training program; (6) the relationship between principals' written communication readability and teacher morale; (7) confirmation and the complaining process; (8) congruence between teachers' verbal and nonverbal behavior in early childhood settings; (9) communication strategies in barricade-hostage confrontations; (10) the effect of personal communication networks on member voting in agricultural

cooperative merges; (11) using evidence, argument, and delivery to determine debate success; (12) school superintendents' perceptions of communication needs and training programs; and (13) teacher inservice training to improve parent-teacher conference communi (HTH

ED 238 091 EA 015 759

Bordia, A.; Carron, G.
Training of Local-Level Administrative Personnel in National Literacy Programmes. Methodological Report of a Training Workshop (Nazareth, Ethiopia, November 20-30, 1981).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
PUB DATE- 82
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, France (Order No. R.65; Frs. 15.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; Case Studies; *Developing Nations; Field Instruction; *Literacy Education; *Management Development; Middle Management; *Training Methods; *Workshops
IDENTIFIERS- *Ethiopia; International Institute for Educational Planning; *Literacy Campaigns

Intended as a guide for other field operational training programs, this paper reports the organization and conduct of a workshop held in Nazareth (Ethiopia) November 20-30, 1981, for 35 local-level administrators of literacy programs in five African nations (Ethiopia, Kenya, Sudan, Tanzania, and Zimbabwe). According to the authors, the organizers of the workshop found that most training programs for local administrators did not provide participants with field experience, adequate discussion, or a sense of the importance of local administration. Consequently, the organizers arranged a format emphasizing the participants' work experiences and observation of literacy programs in the field. Following sections on the background information on literacy programs and the training of local-level administrators in African programs, the stages of the workshop are explained in detail, including: (1) the organizational process; (2) the preliminary discussion of educational issues in the participating countries and of individual administrative roles and problems (case studies); (3) the format of the 1-3 day study visits to literacy projects in Ethiopia; (4) the reviews of case studies in the light of the field experience and discussion, and (5) the workshop evaluation methods, both informal and formal. A summary of general principles follows each section. The appendixes provide a copy of the announcement of the workshop, the items covered in the participants' case studies, a list of the participants, the workshop schedule, and a summary of the formal evaluations. (JW)

ED 238 061 CS 504 480

Krauss, Beatrice J.
Developing Computer Software for Use in the Speech/Comunications Classroom.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Higher Education; *Instructional Materials; *Microcomputers; *Resource Materials; *Speech Communication; Teleconferencing
IDENTIFIERS- Blue Book Series; Edunet; Software Automatic Mouth

Appropriate software can turn the microcomputer from the dumb box into a teaching tool. One resource for finding appropriate software is the organization Edunet. It allows the user to access the mainframe of 18 major universities and has developed a communications network with 130 colleges. It also handles billing, does periodic software evaluations, has consultants who keep track of developments at member colleges, runs workshops, puts out a newsletter, and passes on requests for specific types of software by means of an electronic bulletin board. A second resource is the Blue Book series, which lists available software and hardware. Each entry contains a short description, a recommended age for software users, the supplier's address and phone number, and the price. These resources, together, show several of the uses of computers in the classroom: understanding through demonstrations and simulation, and programmed presentation of material. Other aids for the communication arts include statistics, word processing, and typesetting graphics programs. A more recent development in software is human speech synthesis. One program, Software Automatic Mouth, can translate text to phonemes or phonemes to text. One should be cautioned, however, never to buy software that has neither a backup copy nor the ability to be copied. It is also helpful to examine documentation. No longer are computers giant behemoths. As these resources suggest, they may be useful teaching tools. (HOD)

ED 238 157 EA 016 254

School Day/School Year Mandates. A Report and Preliminary Recommendations.
Illinois State Board of Education, Springfield.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Core Curriculum; Educational Improvement; Educational Objectives; Elementary Secondary Education; *Extended School Day; *Extended School Year; Required Courses; *Scheduling; School Effectiveness; School Responsibility; School Statistics; Secondary School Curriculum, State Boards of Education; *State Legislation; *State School District Relationship; State Surveys; Statistical Surveys; *Time Factors (Learning)
IDENTIFIERS- *Illinois

As part of a comprehensive study of all mandates placed by the state of Illinois on elementary and secondary education, an analysis was undertaken of the school day/school year mandate in its historical perspective, inquiring into its original purpose, how well that purpose has been served, whether the mandate is still needed, and whether a differently defined or implemented mandate would yield the desired result. The study revealed that since 1959 (when the minimum required daily instructional time was extended to 5 hours), the substantial increase in new instructional mandates and ancillary educational services, reflecting a common belief in education as a vehicle for social change, has imposed a burden on school time allotments, as new programs necessarily displace time previously devoted to the basic purposes of schooling. Accordingly, an increase in the school day or school year in itself will not guarantee improved student achievement. Rather, the state should define the academic core of instruction, mandating five hours each day for language arts, foreign languages, mathematics, science, and social studies (including history), while adding two hours to accommodate other instructional services. Appendixes are provided, including statutes, regulatory references, and selected statistical data. (TE)

ED 238 173 EA 016 271

Littleford, John C.; Lee, Valerie
Faculty Salary Systems in Independent Schools. NAIS Surveys & Reports.

National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-50-7
PUB DATE- 83
AVAILABLE FROM- Order Department, National Association of Independent Schools, 18 18 Tremont Street, Boston, MA 02108 ($45.00 plus $2.00 postage and handling, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Educational Economics; Elementary Secondary Education; *Private Schools; Teacher Administrator Relationship; Teacher Motivation; *Teacher Salaries

Salary systems of nine member schools of the National Association of Independent Schools, chosen for their diversity of approach and for their strong commitment to high faculty salaries, are analyzed and compared according to six themes: description of structure, performance pay, compensation for nonteaching responsibilities, the decision-making process, teaching as a career, and resource base for instructional salaries. The case studies are presented in order from the least to the most structured salary systems. A comparative statistical analysis follows, from which general observations are drawn about the relative efficacy of different policy options. (TE)

ED 238 126 EA 016 219

Huff, Anne S.; Pondy, Louis R.
Issue Management by School Superintendents: Final Report. Part II.
Illinois Univ., Urbana. Dept. of Business Administration.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0152
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Accounting; Boards of Education; Case Studies; Computer Assisted Instruction; Content Analysis; *Decision Making; Educational Administration; Educational Principles; Elementary Secondary Education; *Organizational Change; Organizational Theories; *Policy Formation; *School Districts; *Superintendents
IDENTIFIERS- *Issues Management; Organizational Research

Four papers generated by a broader study of issues management in three suburban Chicago school districts are collected here. "Achieving Routine" focuses on the effective routinization of organizational change, in this case a curriculum decision, through the use of administrative mechanisms and the conceptual linkage of the new to established concepts. An analysis of speeches explores a superintendent's development of the substantive aspect of the issue. "Discovering Strategic Patterns from Documentary Evidence" offers "mental mapping" of causal statements in 73 speeches by a superintendent as evidence about the way in which a key figure interprets issues over time and attempts to influence others to make similar interpretations. "Situation Interpretation, Leader Behavior, and Effectiveness" applies Steven Toulmin's content analysis, which approaches a leader's statements about decisions as a series of arguments. One superintendent's problem reformulation and decision framing are investigated through analysis of 14 interviews. "Toward an Interactive Model of the Natural and Rational Aspects of Accounting in Its Organizational Context" interprets the uses of accounting analysis in two case studies of problem-solving processes in order to discuss an interaction of rational and natural systems of organizational life. (MJL)

ED 238 141 EA 016 236

Bird, Tom; Little, Judith Warren
Finding and Founding Peer Coaching: An Interim Report of the Application of Research on Faculty Relations to the Implementation of Two School Improvement Experiments.
Center for Action Research, Inc., Boulder, Colo.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83

CONTRACT- 400-79-0049; J-LEAA-005-81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; *Educational Change; Educational Development; *Educational Improvement; *Educational Innovation; Educational Research; Elementary Secondary Education; Experiments; *Peer Evaluation; *Program Implementation; Social Organizations; *Teacher Education; Teaching Methods
IDENTIFIERS- Student Team Learning

This paper describes the researchers' attempt to apply a social organizational view to the task of developing and implementing peer coaching systems in two schools involved in a school improvement experiment. The premise for the study was based on three findings: (1) staff expectations influence the school's ability to change, (2) the tactics used and the ability to initiate change are affected by building organization, and (3) the school as a workplace affects staff development. The researchers found that school innovations as described on paper would take more energy and tenacity to implement than was available for their research project. They also found that the schools in the study had little ability to support change, so the researchers had to work to increase that ability. Outlined are eight characteristics crucial in the establishment and maintenance of a peer coaching system. The researchers' experiences lead them to suggest that the introduction of new practices is very difficult, and that peer coaching would require adequate time in practice before any meaningful evaluation might be made of its success or failure. A list of references is included. (MD)

ED 238 158 EA 016 255

School Student Records Mandate: A Report and Preliminary Recommendations.
Illinois State Board of Education, Springfield.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disclosure; Elementary Secondary Education; Government School Relationship; *Student Records; *Student Rights
IDENTIFIERS- Illinois

As part of a thorough review of Illinois state and federal school regulations, this report analyzes the disclosure provisions of school records laws in Illinois and establishes their features and purposes. The Federal Education Rights and Privacy Act (1976) and the Illinois School Student Records Act (1976) are examined on five criteria: (1) if they bring about a desirable condition in school records, (2) if they are crucial in bringing about a desirable condition, (3) if they are effective, (4) if they could be simplified, and (5) if they reflect a compelling state interest. The report concludes that there is no need for major revision of either state or federal laws on student records but recommends that the state law be changed in matters of obsolete language and provisions for local autonomy. Appendixes include the full text of both laws in question as well as the pertinent regulations adopted by the Illinois State Board of Education. (JW)

ED 238 174 EA 016 272

Whorton, David M.
Organizational Environment, Structure, Leadership, and Effectiveness: An Exploratory Model.
SPONS. AGENCY- Northern Arizona Univ., Flagstaff.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; *Educational Environment; Elementary Secondary Education; Foreign Countries; *Leadership Styles; *Models; Organizational Objectives; Predictor Variables; Principals; Questionnaires; *School Effectiveness; Teachers
IDENTIFIERS- Arizona; England

Purporting to test a contingency model for schools, data from 45 Arizona schools and 4 British schools were analyzed and compared to examine relationships between organizational environment, structure, leadership style, and perceived effectiveness. Environmental factors were measured by teacher and administrator responses to four Likert-type scales. Leadership style was determined by administrator responses to Fiedler's Least Preferred Coworker Questionnaire and Group Atmosphere Scale. Organizational structure was determined by responses of teachers and administrators to two specially developed but different instruments, one used in England and the other in Arizona. Perceived effectiveness was measured through the use of Mott's Organizational Effectiveness Questionnaire. While the findings lack compelling validity due to the differences in the sample size, the author does draw some conclusions. Schools were perceived as more effective when the leaders' style was humanistic and the principals' perception of the teachers was positive. The model used in support of the hypotheses proved to be a significant predictor of perceived effectiveness for both sets of schools. While it shows further study is needed, the model does have utility for organizational theorists. (MD)

ED 238 127 EA 016 220

McDonald, Scott C.
Reform of Reaction? An Experimental Analysis of the Effectiveness of "Power-Based" Strategies for Eliminating Sex Bias in California

Schools. A Report.
California Coalition for Sex Equity in Education.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Aug 80
GRANT- G007802006
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Compliance (Legal); *Discriminatory Legislation; Educational Assessment; Educational Discrimination; Elementary Secondary Education; *Equal Education; Evaluation Methods; Federal Regulation; *Questionnaires; Scaling; School Districts; *Sex Bias; Tables (Data)
IDENTIFIERS- California; *Title IX Education Amendments 1972

By means of a literature search and data from the California Coalition for Sex Equity in Education (CCSEE) questionnaire (the Title IX Implementation Assessment Instrument), this report presents the findings a 2-year (1978-80) study of sex bias and Title IX compliance in California at 23 experimental and 13 control school districts. The report involves fundamental questions of evaluation, measurement, and other processes and prior factors concerning Title IX compliance. Stratification variables were socioeconomic status and ethnicity. Interview data provided the dependent variable in the study. Measurement control variables included demographic, fiscal, legal, and organizational variables. The report concludes: (1) that federal programs to reduce sex bias in schools produce many of the intended results; (2) that institutional change regarding Title IX can be measured by a valid and reliable quantified/scaling procedure; and (3) that among the factors affecting the success of compliance efforts are demographic factors (such as size and location of the school district) and the degree of involvement of the superintendent or assistant superintendent. Numerous tables and figures provide the CCSEE Title IX implementation instrument and pre- and posttreatment raw frequencies of response and posttreatment scale-item correlations. (PB)

ED 238 142 EA 016 237

Tanner, C. Kenneth; Young, I. Philip
Intragroup Inconsistency in Public Policy Analysis.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Criteria; Evaluation; *Needs Assessment; *Participant Characteristics; Program Development; *Public Policy; *Rating Scales; Reference Groups; Research Methodology; *Selection

Systematic investigation of processes involved in needs analysis would improve current knowledge of the procedure and would bring analysts closer to the goal of generalized validity rather than situational validity. This article deals with two [illegible] of the needs assessment process: selecting participants and defining needs and alternatives in terms of characteristics. A methodological approach for classifying participants is presented along with a method for determining intragroup consistency and agreement. Three methods of selecting participants are discussed: selection on the basis of affiliation with reference groups, on the basis of representing the population at large, and on the basis of demographic analysis that identifies significant groups. Actual choice of selection method has depended upon philosophical preference; for selection to be based upon more objective criteria a common unit of measurement must be identified. The author presents the concept of a numerical rating scale employing criteria for weighting intragroup consistency and agreement for participant selection. (MD)

ED 238 159 EA 016 256

Compulsory Attendance Mandate Report and Preliminary Recommendations. The Age of Leaving School.

Illinois State Board of Education, Springfield.

PUB DATE- Oct 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Attendance; Attendance Records; Dropouts; Elementary Secondary Education; Enrollment; Nontraditional Education; *School Attendance Legislation; Truancy; Withdrawal (Education)

IDENTIFIERS- Illinois

As one report in a comprehensive study of Illinois state mandates for elementary and secondary education, this study covers the three major areas in the Illinois compulsory attendance law: students' entrance age, their exit age, and the schools' obligation to enfore truancy regulations. After brief histories of compulsory attendance laws in the United States and in Illinois, questions are addressed on the issues raised by Illinois' compulsory attendance requirement, the public's expectations regarding school attendance, and the comparative status of Illinois among all states in school attrition, dropouts, and graduations. The authors further consider students' reasons for dropping out of school and the options for regular high school attendance as factors in possible reform of the compulsory attendance law. Preliminary recommendations at the end of the report advise modifications in the schools' legal responsibility for ensuring attendance and in provisions for alternative educational programs. (JW)

ED 238 175 EA 016 273

Lawton, Stephen B.
Economics and Financing of Education.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Boards of Education; Centralization; *Economic Change; *Educational Economics; *Educational Equity (Finance); *Educational Finance; Educational Research; Elementary Secondary Education; *Finance Reform; *Financial Support; Foreign Countries; Grants; School Districts; Special Education; State Aid; Taxes; Teacher Salaries; Technological Advancement
IDENTIFIERS- Canada

Educational economics and finance is a complex issue that the author has approached from three different areas: (1) a review of recent literature, (2) the state of the art of financing education, and (3) the state of research on the economics and financing of education. The author points to a revolution in education finance in Canada. The provinces of British Columbia and Nova Scotia are implementing radically different school finance plans, Alberta and Manitoba are investigating possibilities for change, Quebec is reorganizing its schools and changing laws affecting wages of teachers, Saskatchewan is changing financing in northern schools, and Prince Edward Island and Ontario are also involved in finance changes. A detailed discussion is provided of the situation in each province and of the current status of implemented or proposed changes. Regarding techniques for financing education, the author finds contradictory evidence: while "technological creep" is having a revolutionary impact, the overall mechanisms for controlling education costs are inadequate. The author concludes there is a new role for finance specialists at universities to undertake research to find new ways to improve educational finance. (MD)

ED 238 128 EA 016 221

De Bevoise, Wynn, Ed.
Collaboration Wears a Layered Look.
Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Publications, Center on Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Consortia; *Cooperative Planning; *Educational Cooperation; Educational Policy; Educational Strategies; Elementary Secondary Education; *Interschool Communication; Program Administration; Program Development; Program Effectiveness; Program Implementation; *Program Improvement
IDENTIFIERS- *Willamette Valley Education Consortium OR

This issue focuses on support and cooperation among various components of the educational community, specifically as this has been achieved by the Willamette Valley (Oregon) Education Consortium, a research-based organization of school districts, educational agencies, and an institute of higher education. The first article describes how schools need to understand and incorporate knowledge about teacher work in ever-evolving attempts to improve student learning. Through planning bodies composed of people from different levels, schools can clarify classroom objectives and needed resources. The second article discusses how a research-based consortium of school districts serves as a vehicle for planning and implementation through a three-step process: (1) policy-making and planning; (2) program design and development; (3) program implementation, evaluation, and refinement. The third article is an account of meetings of the consortium board of directors and the planning council. It illustrates how the consortium plans and implements its programs through open debate and discussion, integrating diverse outlooks from the various sectors to achieve a balanced and adaptive view of school improvement. (TE)

ED 238 143 EA 016 238

Burton, Fredrick
A Study of the Letter Grade System and Its Effect on the Curriculum.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Attitudes; Conventional Instruction; Curriculum; Elementary Secondary Education; *Grades (Scholastic); *Grading; Parent Attitudes; *Student Attitudes; *Student Evaluation; Surveys; *Teacher Attitudes; Value Judgment

This study explores and identifies patterns of teacher, student, parent, and administrator responses to letter grade evaluation systems. The study examined four main points: rationales for letter grades, interpretations of grading procedures and process, the consequences of letter grades, and alternatives to letter grades. The study involved an open-ended questionnaire, formal and informal interviews, and a survey. The researcher determined that letter grades influence the sustenance of traditional curriculum based on behaviorist theory with a resultant "trivialization" of content. Students associate their worth and value as human beings with their grades and focus their attention on finishing their work rather than on learning. The letter grade system seems to support a school

curriculum shackled by time. (MD)

ED 238 114 EA 016 207

Blaker, Kenneth E.
Facilitation Skills in Quality Circles.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jun 82
AVAILABLE FROM- San Mateo County Office of Education, Public
Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; Elementary Secondary Education;
Group Dynamics; *Groups; Interpersonal Communication; Interpersonal
Competence; Leaders Guides; *Leadership Training; *Problem Solving
IDENTIFIERS- *Quality Circles; Synergy

Maintaining that good communication and sharp awareness of interpersonal dynamics can help facilitators of quality circles develop greater group synergy and thus more creative and productive results, this guide presents techniques and exercises for developing facilitators' interpersonal communication skills. A pretest and brief introduction are followed by sections devoted to improving communication skills, including recognizing differences in perception, effective listening, speaking clearly and concretely, using nonverbal information, responding to language that avoids involvement and responsibility, and dealing with questions. Specific guidelines for facilitating groups are discussed in terms of four functions of group leadership: traffic directing interventions, modeling, serving as interaction catalyst, and communication facilitating. A posttest is appended. (MJL)

ED 238 160 EA 016 257

New Paths toward Research Leadership for Minorities and Women. Final Report.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
GRANT- NIE-G-79-0052
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Science Education; Educational Opportunities; Educational Researchers; Equal Opportunities (Jobs); Fellowships; Higher Education; Intercollegiate Cooperation; Interprofessional Relationship; *Leadership Training; Mentors; *Minority Groups; *Postdoctoral Education; Professional Development; *Racial Integration; Research and Development; *Sex Fairness; *Women Faculty
IDENTIFIERS- Michigan State University; Morgan State University MD

This final report describes a federally funded program that identified and then provided 2 years of training for minorities and women who had completed a doctorate but were not currently active in educational research. Program participants were selected from the distinct populations of: faculty from Morgan State University, Maryland, a traditionally black institution; faculty from Michigan State University; and recent Ph.D. recipients recruited nationally. A total of 15 fellowships were awarded to 3 cohorts of postdoctoral fellows. The program's major strengths are cited as recruitment of promising candidates and their research collaboration with senior educational researchers, twice weekly research seminars, computer seminars, a visiting scholars program, support for attending national research conferences, and the conference held for participants in all three cohorts at the end of the 3 years of funding. The training program included a second year of "mentor-fellow" research collaboration that, for a variety of reasons, was evaluated as the weakest part of the program. The appendixes contain recruiting material, program evaluation statements by 12 of the 15 postdoctoral fellows, the postdoctoral miniconference agenda, and a directory of postdoctoral program participants. (MLF)

ED 238 176 EA 016 274

Minor, John A., Jr.
How to Decide What to Cut.
PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Budgeting; Economic Change; *Educational Finance; Educational Planning; Elementary Secondary Education; Finance Reform; Financial Needs; *Financial Problems; Inflation (Economics); *Money Management; *Resource Allocation; *Retrenchment; School Community Relationship
IDENTIFIERS- Kansas City Public Schools MO

As a consequence of declining enrollment and decreasing public school revenues, coupled with cost increases linked to state and federal mandated programs, collective bargaining obligations, rising energy costs, and a larger proportion of high cost (disadvantaged) students, administrators are faced with a compelling need for cutbacks in expenditures, but there is little hard empirical evidence to guide them in their decisions. The only guidance comes from a consensus of prescriptive advice: (1) plan retrenchment decisions in advance, rather than reacting to contingencies; (2) close schools before you cut instructional programs, striving to maximize savings while minimizing adverse impact on the community; and (3) use merit and equity criteria to reduce staff, while recognizing the inevitability of seniority-based criteria. The problem is that this good advice is difficult to follow on account of conflicts between political expediency, feasibility, and educational soundness of the various options. Therefore, a long-range systematic planning approach is suggested, involving new and improved management practices, diversification, and flexible personnel policies. A steady decline in available resources necessitates organizational change and reassessment of major goals. (TE)

ED 238 129 EA 016 222

Into the 80s: Our Schools and Their Purposes.
South Australia Education Dept., Adelaide.
REPORT NO.- ISBN-0-7243-5164-7
PUB DATE- 81
AVAILABLE FROM- Publications, Education Department of South
Australia, 31 Hinden Street, Adelaide, South Australia 5000

Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Curriculum Development; *Educational Objectives; *Educational Planning; *Educational Policy; Educational Trends; Elementary Secondary Education; *Foreign Countries; Parent Responsibility; Public Schools; School Role; State Curriculum Guides; State Departments of Education; Teacher Responsibility
IDENTIFIERS- *Australia (South Australia)

Complementing existing regulations, this policy statement for Sout Australian schools presents educational goals and priorities for the decade and general implications for classroom, curriculum, and resource allocation. Background discussion covers factors influencing recent developments in South Australian education, a summary of the role of schools in society, and some considerations for educational planning in the 1980's. Basic aims for schools involve promoting the balanced development of students' cognitive, creative, physical, social, and vocational skills, as well as healthy psychological qualities. A framework of eight curriculum areas is given for school planning: environmental education, health and personal development, human society, language studies, mathematical studies, science and technology, the arts, and transition education. Schools are encouraged to adapt curricula to local needs, but four priorities are set for planning and teaching: basic numeracy and literacy, communication skills, skills for social living, and problem-solving skills. These priorities mark a shift in emphasis away from college preparatory education and toward students' social development. Community expectations to be observed by schools and important factors in curriculum planning are reviewed. Responsibilities of teachers, the Education Department, and parents in facilitating the best possible education are listed. A final summary underscores major policy issues. (MJL)

ED 238 144 EA 016 239

Garner, William L.
Determining Where to Put Your Instructional Dollars.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Board of Education Policy; *Budgeting; Elementary Secondary Education; School Districts; *School District Spending; School Support; State Aid; *State Boards of Education; *State School District Relationship
IDENTIFIERS- Utah

This report suggests that state boards of education are best able to make budgetary cuts after consulting professional staff, identifying basic educational objectives and goals, and determining which programs contribute most to the largest number of students. A board's decisions are facilitated by such legislation as Utah's Special Purpose Optional Programs (such as career education and extended year), which allow local boards of education to move funds where they wish or to eliminate programs. (PB)

ED 238 161 EA 016 258

Barro, Stephen M.
Federal Service Mandates in Education: A Preliminary Assessment.
SMB Economic Research, Inc., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- NIE-G-81-0026
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Bilingual Education; Block Grants; Categorical Aid; *Disabilities; Educational Finance; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *Federal Aid; *Federal Legislation; Government School Relationship; *Limited English Speaking; *School Taxes; Special Education
IDENTIFIERS- Deregulation; Education for All Handicapped Children Act; *Federal Service Mandates; Lau Remedies

This assessment of the effectiveness of federal service mandates in addressing equal education goals considers the effects and policy implications of existing and theoretical mandate types. The service mandate is a legal requirement (not contingent upon federal financial aid) that states or districts provide educational services satisfying federal standards to target groups of students. Following discussions of existing mandates to serve handicapped and limited-English-proficient children and theoretical attributes of mandates, fiscal and allocative effects of mandates on federal, state, and local budgets, distributive impact, and effects on services for target groups are discussed. An analysis of policy implications concludes that while service mandates are more certain in effect, more efficient in directing resources, and more easily monitored than federal grants, state and local budgets carry the financial burden of mandated services, and existing fiscal inequities are likely to be exacerbated as federal authority is extended to allocating part of state and local revenue. It is suggested that the disadvantages of mandates can be minimized by accompanying them with grants, and that a mandate plus block grant system could provide services for present target groups as well as for the educationally disadvantaged. (MJL)

ED 238 177 EA 016 275

Abernathy, Sandra M.; Stile, Stephen W.

Special Education Needs of Regular Education Administrators.

PUB DATE- 2 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Elementary Secondary Education; *Inservice Education; *Management Development; Principals; Rural Schools; *School Surveys; *Special Education; *Teacher Evaluation; Urban Schools
IDENTIFIERS- New Mexico

The ability of principals to evaluate special education teachers is an area of concern due to the principals' lack of training or experience in special education. Available research findings clearly indicate the need for training of principals in special education concerns. A statewide survey of principals was conducted to determine their levels of knowledge and needs in special education. A total of 616 questionnaires was sent to New Mexico principals; 12.7 percent responded to the mailing. Responses were examined to determine geographical location and school level. Knowledge level and need for training were compared to determine if a significant difference existed. Some findings include: rural principals appear more interested than urban principals in special education training workshops, and secondary principals appear to be less interested than elementary principals in special education workshops. A list of references, a description of the workshops, and the questionnaire are included with the paper. (MD)

ED 238 145 EA 016 240

Nelson, Lewis M., Jr.
Getting Your Fair Share of Block Grant Money: First Year of Chapter 2 Block Grants.
PUB DATE- 24 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Block Grants; *Board of Education Role; *Educational Equity (Finance); Elementary Secondary Education; Expenditure Per Student; Federal Aid; School District Spending; *State Boards of Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

This document suggests how state boards of education can get a fair share of block grant monies from the Education Consolidation and Improvement Act of 1981. States' decisions regarding distribution of block grant monies involve three significant characteristics: (1) almost all states keep 20 percent of the grant (the maximum allowed) at the state department of education level; (2) enrollment accounts for the majority of funding to school districts; and (3) dollar amounts allocated on the basis of individual children are very small. To get a fair share of the block grant monies, educators should look at competitive grants to see if the state is offering any, review the high cost factors (such as economic need, desegregation, and exceptional students) being used by the state's department of education (to see what types of districts are receiving more per pupil allocation), and ensure that the school district has applied for its grant money. The paper concludes that the block grant has passed back the responsibility for school spending to school districts. (PB)

ED 238 098 EA 015 768

Hoyle, John R.
Administrator Preparation Guidelines: Can We Reach Consensus?
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Administrator Education; *Course Objectives; *Guidelines; Higher Education; *Program Development

New guidelines for administrator preparation drafted for the American Association of School Administrators (AASA) are presented, and, though subject to further AASA scrutiny, they are suggested for inclusion in all administrator preparation programs. The basis for the guidelines was a literature search, personal interviews with staff at five professional organizations and institutions, and administrator preparation course content at 75 colleges and universities. Six critical themes emerging from the analysis--changing demographics, unstable economic structure, new technologies, labor market opportunities, preserving cultural diversity and human rights, and changing family structures--are viewed as challenges administrators must be prepared to meet. Leadership outcome goals, competencies and skills, and delivery components are presented to prepare educational leaders to manage these unprecedented problems. (MLF)

ED 238 099 EA 015 770

Pauline, Robert A.; Cooper, Bruce S.
The Principal's Role in Teacher-School Board Negotiations: Protecting Managerial Discretion?
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Administrator Responsibility; *Administrator Role; Collective Bargaining; Elementary Secondary Education; Negotiation Agreements; *Principals; *Professional Autonomy; School District Size
IDENTIFIERS- New York

Based on the assumption that a strong teacher contract can restrict the latitude of school administrators, this study tested the following hypothesis: School principals who participate fully in board-teacher collective bargaining as negotiators or active consultants will perceive themselves to have greater on-the-job discretion than principals who are not active in the process. Researchers surveyed 165 principals in two New York State counties about their negotiations roles and level of managerial discretion. Statistical analysis indicated that negotiating role and school district size were significantly related to differences in principals' on-the-job discretion. Principals in smaller districts had more discretion than those in larger districts. Through regression analysis it was determined that the roles of negotiator and active consultant provided principals with higher levels of perceived on-the-job discretion than did the roles of passive advisor and nonparticipant. Discretion was examined in such areas as assigning pupils, teacher discipline, calling additional meetings, and other managerial powers. The data did not indicate that sitting at the bargaining table provides principals with any stronger discretionary authority than being an active consultant does, but researchers concluded that principals should be consultants in the bargaining process to protect their own jobs and autonomy. (JM)

ED 238 115 EA 016 208

Cognetta, Randall A.; Goodwine, Jean
Gathering, Analyzing and Presenting Data in Quality Circles.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jun 82
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Charts; *Data Analysis; *Data Collection; Display Aids; Elementary Secondary Education; *Evaluation Methods; Leaders Guides; Measurement Techniques; Measures (Individuals); Sampling; Tables (Data)
IDENTIFIERS- *Quality Circles

The Quality Circle project is a problem-solving concept requiring the interaction of a variety of organizational skills. Circle members work together, becoming involved in problem-solving processes. They make decisions and take action based upon the data they collect. The reliablity of those data is crucial to the circle's success. Presented in this monograph are the elements of data collection and analysis with which circle members should be familiar. These are problem identification, formulation of data collection plans, sampling, instrument selection, graphic data display, data analysis, and presentation of results. Numerous illustrated examples are provided for each element discussed. Extensive explanation of norm tables is included as well as a bibliography and appendix. (MD)

ED 238 178 EA 016 276

James, Estelle
Pre-Conditions, Benefits and Costs of Privatized Public Services: Lessons from the Dutch Educational System.
Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
REPORT NO.- PONPO-WP-47
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cross Cultural Studies; Cultural Context; Cultural Influences; Cultural Pluralism; Educational Economics; Elementary Secondary Education; Financial Policy; *Government Role; *Government School Relationship; *Nonprofit Organizations; Parochial Schools; Private Education; *Private School Aid; School Choice; Sociocultural Patterns
IDENTIFIERS- *Netherlands

The system in the Netherlands of "privatization," a government policy of financially supporting private schools and encouraging people to use them, depends on conditions in Dutch society that are conducive to a large nongovernment, nonprofit sector. These include cultural heterogeneity, coupled with the lack of a single dominant culture and class parity among the various groups; organized religion as a basis for establishing nongovernment nonprofit organizations with a predetermined clientele; an influential historical legacy, featuring a shift from secular public monopoly to a highly pluralistic church-based system in the 19th century (due to a religious schism); and stringent selectivity in the public sector, giving rise to broad based cross-sectional support for private education. The economics of this system are analyzed in depth, including the issues of entrepreneurship and entry of new private schools, the public financing system for private education, and consumer fees and preferences. Finally, its social consequences are discussed, such as the increasing impact of the policy on supply of schools, cost efficiency, political support for school budgets; and social segmentation along religious, class, and other lines. Statistical tables are provided. (TE)

ED 238 130 EA 016 223

Procedures for Making Grant Awards under Three Department of Education Discretionary Grant Programs. Report.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-83-68
PUB DATE- 26 Jul 83

AVAILABLE FROM- U.S. General Accounting Office, Document Handling an
Information Services Facility, P.O. Box 6015, Gaithersburg, MD 2076
(first five copies free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Categorical Aid; Educational Finance; Eligibility; Equal Education; *Evaluation Methods; *Federal Aid; Federal Regulation; Financial Support; Government School Relationship; *Grants; Grantsmanship; Program Proposals
IDENTIFIERS- *National Institute of Education; Talent Search; Womens Educational Equity Act

Procedures are described for selecting field readers and awarding grants under the Women's Educational Equity Act Program, National Institute of Education, and Talent Search Programs. Information is provided for each on (1) the legislation, regulations, policy, and program directives that govern the grant award process; (2) how and by whom funding priorities are established; (3) how field readers are recruited and selected; (4) the field reader selection criteria; (5) field reader training and orientation; (6) procedures for reviewing, scoring, ranking, and selecting applications; (7) the extent to which final grant selections differed from field reader rankings; (8) the process used to determine final grant amounts; and (9) the percentage of requested funds received in 1981 and 1982. Separate appendixes cover department regulations and directives, a description of the Field Reader Outreach Program, and a chart listing educational background, employment, and organizational affiliations of 1981 field readers for the Women's Educational Equity Act Program. (TE)

Browne, Mildred
Making Decisions in Quality Circles.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jun 82
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Criteria; *Decision Making Skills; Elementary Secondary Education; *Group Dynamics; Leaders Guides; Leadership Styles; Needs Assessment; *Participative Decision Making; *Problem Solving; Values
IDENTIFIERS- *Quality Circles

This monograph provides educational staff with a theoretical basis for decision-making skills for application in quality circles. Roadblocks to good decisions are outlined, as well as the differences between group decision-making and individual decision-making (both have problems). The influence of values and personality characteristics on decision-making are presented, emphasizing the importance of individuals' understanding of their preferences. The qualifications of decision-makers are viewed in light of programmed and nonprogrammed decisions, the precedent of quality circles, clues from management theory, and situational leadership styles. In discussing an overview of decision-making in quality circles, the author presents 13 steps in the process, as well as suggestions for presenting the factual basis for a decision. The final section of the workbook--a systematic approach to decision-making--includes a step-by-step application using examples of relevant problems. (MD)

ED 238 162 EA 016 259

Adkins, Gary A.
Pros and Cons and Current Status of Merit Pay in the Public Schools.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Criteria; *Merit Pay; National Surveys; *Premium Pay; Public Education; *Public Opinion; Public School Teachers; *Salary Wage Differentials; Teacher Attitudes; Teacher Effectiveness; Teacher Evaluation; *Teacher Salaries
IDENTIFIERS- Bell (Terrel H)

During the 1920's merit pay became the most preferred system of teacher compensation; however, today fewer than 4 percent of the school systems in the United States use merit pay plans. The National Education Association suggests that merit pay is a "bogus issue" obscuring more significant areas of education needing reform, and the American Federation of Teachers has listed a series of preconditions that would have to be met prior to any consideration of merit pay. Declaring merit ratings educationally unsound, the Virginia Board of Education proposed the identification of meritorious schools and the reward of all the teachers in those schools. On the other hand, a national poll of teachers found that two-thirds favor the basic tenets of merit pay, and 61 percent of all respondents in the 15th annual Gallop Poll voted for teacher pay on the basis of quality of work. The factor common to groups opposed to teacher merit pay is the fear of unfair evaluation criteria. In 1963, long before becoming U.S. Secretary of Education, Terrel H. Bell proposed 20 measures for assuring teacher acceptance of merit pay. Among these are establishing an objective system of coded observations of teaching performance and allowing teachers to review their evaluation files. (MLF)

ED 238 179 EA 016 277

James, Estelle
The Private Provision of Public Services: A Comparison of Sweden and Holland.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
REPORT NO.- PONPO-WP-60
PUB DATE- 16 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Agency Cooperation; Comparative Education; *Cross Cultural Studies; Cultural Context; Educational Finance; Elementary Secondary Education; Foreign Countries; Government School Relationship; Institutional Cooperation; *Nonprofit Organizations; *Politics of Education; *Private Education; *Private School Aid; Shared Services; Social Structure; Social Systems; Sociocultural Patterns
IDENTIFIERS- Netherlands; *Sweden

Although education and other quasi-public services are financed by the government in both Holland and Sweden, the public/private division of finance and provision of these services that exists in Holland has no counterpart in Sweden, where provision of services is delegated to local governments and the private nonprofit sector is negligible. Nevertheless, nonprofit organizations play a crucial intermediary role in the Swedish political process. Accordingly, the experience of these two countries is compared in order to analyze the socioeconomic determinants and consequences of the two divergent systems. Part 1 examines data on Sweden in light of three predictive hypotheses specifying the political and cultural conditions conducive to a large nongovernmental nonprofit sector. Part 2 examines the behavior and the problems of private institutions providing educational services in Sweden, both currently and historically. Part 3 compares the behavior of Swedish and Dutch nonprofit organizations. Despite vast differences in the sizes and roles of the private sectors in the two countries, their nonprofit institutions behave in strikingly similar ways. A cross-sectional comparison of these and other countries suggests that the division of responsibilities between governments and nonprofit sectors tends to be complementary rather than competitive in nature. Statistical tables are provided. (TE)

ED 238 131 EA 016 224

Improvements in Certain District of Columbia Public Schools' Administrative Operations. Report to the Superintendent of the District of Columbia Public Schools.

General Accounting Office, Washington, D.C.
REPORT NO.- GAO/GGD-83-77
PUB DATE- 28 Jul 83
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Building Operation; *Cost Effectiveness; Educational Facilities; Efficiency; Elementary Secondary Education; Equipment Maintenance; Equipment Standards; *Equipment Storage; *Facility Inventory; Inspection; *Property Accounting; School Buses; School Maintenance; *Staff Utilization; Supplies
IDENTIFIERS- *District of Columbia; General Accounting Office

The District of Columbia Public Schools system has taken action to ensure that supply items will be obtained at the most competitive prices. Because lack of storage facilities prevented bulk purchase of emergency items at competitive rates, the Division of Buildings and Grounds has remodeled a building as a warehouse to store large quantities of these items. This measure will reduce not only costs, but also paperwork in the form of the number of purchase orders. Also, other actions will help ensure effective deployment of personnel assigned to the automated student information system and provide better equipment inventory controls. Finally, a review was conducted of bus replacement criteria and repair costs, concluding with a recommendation for redesigning the vehicle maintenance reporting system. The superintendent's response is included. (TE)

ED 238 146 EA 016 241

Bowser, Robert A., Comp.; Carr, Joseph, Comp.
The Interrelationship of Pennsylvania's Quality Goals of Education.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Course Content; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Long Range Planning; School Administration; School Districts; School Effectiveness; State Curriculum Guides; Surveys; Teaching Methods
IDENTIFIERS- *Pennsylvania

Intended to assist district and school curriculum developers, this report offers clarification of the relationships among 12 state goals of education using information obtained through a survey of Department of Education staff and representatives of professional associations. Defined as the goals of education are the areas of communication skills, mathematics, science and technology, citizenship, arts and humanities, analytical thinking, family living, work, health, environment, self-esteem, and understanding others. Nearly half the report is devoted to summarizing the relationships of each goal to the 11 others. A numerical comparison of the perceived relatedness among goals is followed by a listing of closely related goals to be addressed simultaneously in developing curricula. A chapter on the relationship of courses to goal attainment identifies the degree to which various traditional courses contribute to achieving each of the goals. Other goal attainment factors such as management procedures, school policies, teaching methods, and community involvement are enumerated, and specific contributing factors are listed for each goal. Brief descriptions of selected planned courses are provided as models of integration of two or more goals. (MJL)

ED 238 181 EA 016 280

Hirano-Nakanishi, Marsha J.; Osthimer, Elizabeth
The Right of Language Minority Students to a Fair Shot at a High School Diploma: A Legal Analysis.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-05-83
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Access to Education; Bilingualism; *Civil Rights Legislation; Compliance (Legal); Court Litigation; Due Process; Educational Discrimination; *Educationally Disadvantaged; Educational Malpractice; Educational Opportunities; Educational Quality; Elementary Secondary Education; English (Second Language); *Equal Education; Federal Legislation; Language Proficiency; *Legal Responsibility; *Limited English Speaking; Minority Groups; Nondiscriminatory Education; Non English Speaking; School Law
IDENTIFIERS- Brown v Board of Education; Civil Rights Act 1964 Title VI; Equal Educational Opportunities Act 1974; Fourteenth Amendment; Lau v Nichols; Rodriguez v San Antonio Independent School Dist

Language minority students are legally entitled to a baseline opportunity for an adequate, affirmative, appropriate, and effective education, allowing them an "equally fair shot" at a high school diploma. Certain absolute legal standards for this baseline educational entitlement are posited to exist; this claim is supported by complementary analyses of (1) the right to equal educational opportunity under the equal protection clause of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964; and (2) protected interests under the due process clause of the Fourteenth Amendment. A synthesis of these two legal analyses reveals that equal educational opportunity presupposes some entitlement to minimum quantity and quality of education. In practice, this means that planning, diagnostic, and program requirements must work to allow second language minority students to participate effectively in the regular instructional program. It is observed that the establishment of such a baseline standard of educational adequacy provides an objective basis for educational malpractice litigation, since states and school districts must demonstrate that they have adequately, affirmatively, appropriately, and effectively instructed the student in all the skills, concepts, and courses required for high school graduation. (TE)

ED 238 180 EA 016 279

Welch, E. Wynn
Extra Pay for Extra Duty of Teachers, 1982-83. ERS Report.
Educational Research Service, Arlington, Va.

PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21682; $20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Athletics; Clubs; Elementary Secondary Education; Enrollment; Expenditure Per Student; *Extracurricular Activities; Music Activities; School Newspapers; Student Publications; Teacher Employment Benefits; Teacher Responsibility; *Teacher Salaries

This report compares data on extra pay provisions in school systems of various enrollment sizes and per pupil expenditure levels. With a sample of 164 school systems, the data are divided into athletic and nonathletic extracurricular duties and then compiled into comparative tables, system by system listings, and selected examples of extra pay salary schedules from various school systems. The comparative tables show the relative pay for each activity among four groups of school system enrollment levels and five levels of per pupil expenditures. The system-by-system listings report the maximum annual pay supplements among all reporting school systems. Finally, the examples of extra pay salary schedules focus on 10 districts' base pay and rationales for extracurricular compensation. (JW)

ED 238 147 EA 016 242

Administrative Guidance for Verification of National School Lunch, Breakfast and Special Milk Applications.
Illinois State Board of Education, Springfield.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Ancillary School Services; *Breakfast Programs; Economically Disadvantaged; Elementary Secondary Education; *Eligibility; Hunger; Low Income Groups; *Lunch Programs; Nutrition; *Poverty Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *National School Lunch and Child Nutrition Act 1975

This manual delineates procedures for the mandatory verification of 3 percent of the applications for national school food programs. Two methods of selection are described: random and "error prone profiling." The latter involves selecting for verification those applicants whose recorded monthly income is closest to the eligibility cutoff and/or who are not receiving food stamps. (Such applications are four times more likely to contain an error than those selected at random). Other topics include guidelines for notification of selection, collateral contacts, reduction or termination of benefits, detailed verification procedures, and assorted questions and answers for administrative guidance, covering a wide range of contingencies. The appendix includes sample letters, notifications, and documentation forms. (TE)

ED 238 100 EA 015 771

Richart, Victoria B.
A Word Processing Data and Information Model for Program Management.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Databases; Data Collection; Delivery Systems; Elementary Secondary Education; Federal Programs; Information Needs; Information Retrieval; *Management Information Systems; *Models; Program Administration; Records (Forms); State Departments of Education; *Word Processing
IDENTIFIERS- *National Origin Minority Education; *New Hampshire

A management information system model was designed to provide data for planning, directing, and evaluating programs for the National Origin Minority Education (NOME) office of the New Hampshire Department of Education. NOME is federally funded to provide training to local school district and community members regarding the educational needs of National Origin Minority students. In order to provide increased quality and quantity of service, the design of the model includes a structured system for collecting, storing, retrieving, and disseminating data that considers cost, time, efforts, and materials. The design of the model is traced through the following: (1) a brief literature review on general management information needs; (2) the specific data items to be sent to the federal government from NOME; and (3) data and information exchanges with state departments of other states' minority community groups, organizations, and institutions. Examples illustrate the data entry forms used, the codes, how the data are stored, and a variety of data retrieval outputs. This word processing data and information system model is recommended to researchers, educational administrators of small school districts, and other school personnel as a basis for making informed decisions. (MLF)

ED 238 163 EA 016 261

Zerchykov, Ross; Weaver, W. Timothy
Managing Decline in School Systems: A Handbook. Final Draft.

Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 400-81-0016
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Budgeting; Citizen Participation; Cost Effectiveness; Costs; Curriculum Development; Economic Factors; Educational Administration; Educational Economics; Educational Equity (Finance); *Educational Finance; Educational Planning; Efficiency; Elementary Secondary Education; Finance Reform; *Financial Policy; *Financial Problems; Fiscal Capacity; Inflation (Economics); *Money Management; Politics of Education; Public Education; *Resource Allocation; *Retrenchment; School Community Relationship; School Support

This is a resource book on cutback management in public schools. It catalogs over 30 practices, provides policy models from 27 school districts in 17 states, and summarizes a decade of advice about decline management in light of recent research evidence on what works and what doesn't work in managing the politics of retrenchment. Its highlights include (1) syntheses of the research evidence on conflict management, on the political, neighborhood, curricular, and fiscal impacts of school closure, on the impact of declining enrollments on the school program, and on equity initiatives; (2) a coalition rather than consensus building model of conflict management and its implications for developing policies for community involvement; (3) two field-tested fiscal analysis procedures that clarify the cost and revenue implications of changes in enrollments and services; (4) procedures for documenting the impact of enrollment decline on curricular offerings at the high school level; and (5) a checklist for developing policies incorporating performance criteria into reduction-in-force policies. (Author/TE)

ED 238 101 EA 015 774

Rea, Tona S.
The Political Nature of the Neighborhood School Community in an Enrollment Decline.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Community Attitudes; *Community Surveys; *Declining Enrollment; Elementary Secondary Education; Neighborhood Schools; School Attitudes; School Budget Elections; School Closing; School Community Relationship

This study examines the responses of the residents of one suburban school district to a mail survey regarding the community's public schools in a period of rising school taxes and declining school enrollment. Specifically addressing the idea that school districts are better viewed as several communities rather than one, the study attempts to determine whether a citizen's residence in a particular elementary school attendance area affects certain responses in the questionnaire. The results of the study confirm the major question guiding the research--neighborhood communities are different in ways that should be of interest to school boards and school officials, particularly in times of declining enrollment. Residents threatened by a possible school closing were shown to have responded significantly differently from nonthreatened residents in three areas: in responding to the survey; in budget voting activity; and in choosing the community because of its quality schools. Overall, the study seems to suggest that a school community mail survey--with proper planning and a realistic timeline--can provide school districts with valuable insights into the dynamics of their citizenry. (Author)

ED 238 117 EA 016 210

Satterwhite, Frank J. Omowale
Managing Quality Circles Effectively.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jun 82
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Administration; Elementary Secondary Education; Group Dynamics; Leaders Guides; *Meetings; Needs Assessment; Participative Decision Making; *Problem Solving
IDENTIFIERS- *Quality Circles

Specifically designed for teachers, administrators, and other school decision-makers, this monograph outlines ways quality circles can be used to improve educational planning and decision-making. The first of four sections defines quality circles as a group of workers who identify, analyze, and propose solutions to problems within their scope of expertise. Section II outlines the interaction method, a set of tools and techniques for managing successful meetings based on participant roles and effective management and planning. Section III, which discusses the meeting as a decision-making tool, describes why meetings are held, types of task oriented meetings, and reasons meetings fail or succeed. Finally, in section IV, the author delineates the specifics of holding educational quality circle meetings. The important components for success are good planning (purpose, agenda, facility), the participants (facilitator, recorder, members, secretary), meeting management (plan, technique, record keeping, ground rules), the group process, and follow through on decisions. Included are a pre-assessment and a concluding exercise. (MD)

ED 238 132 EA 016 226

Whorton, David M.
An Exploratory Contingency Model for Schools.
PUB DATE- 7 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Centralization; *Educational Environment; Elementary Secondary Education; Institutional Characteristics; *Leadership Styles; Models; Multiple Regression Analysis; Organizational Effectiveness; *Principals; *School Effectiveness; *School Organization; Tables (Data); Teacher Attitud
IDENTIFIERS- Arizona; *Contingency Theories

In an application of contingency theory, data from 45 Arizona schools were analyzed to determine the relationships between three sets of independent variables (organizational structure, leadership style, and environmental characteristics) and the dependent variable (organizational effectiveness as perceived by principals and teachers). Contingency theory focuses on the internal adjustments of organizations seeking to modify procedures to cope with change. Using the school as the unit of analysis, responses to an adaptation of Motts Organizational Effectiveness Questionnaire were obtained from 45 principals and 364 teachers (selected through a 20 percent random sample of teachers at each school). The data analysis procedure involved constructing a full model that included all the independent variables and the one dependent variable, and applying multiple linear regression. Restricted models were then constructed by removing variable sets one at a time. To further refine the analysis of the environmental factors, a factor analysis was performed. Findings are presented in text and tables. Among the findings are: (1) the three sets of variables, taken together, are significantly related to perceived effectiveness, leadership style being the most powerful predictor; and (2) the more formalized the school's organizational structure, the greater the teacher's perception that the school was effective. (MLF)

ED 238 118 EA 016 211

Bacon, Mary Montle
Team-Building in Quality Circles.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- May 83
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Decision Making; *Development; Elementary Secondary Education; *Group Behavior; *Group Dynamics; *Leaders Guides; *Learning Activities; Problem Solving; Values
IDENTIFIERS- *Quality Circles; *Team Learning Methods

This monograph's purpose is to provide a basis for team developmen for quality circle groups involved in problem-solving and decision-making. Training group members in team building is a crucial factor for success in quality circles. The following are important needs for group members: a sense of belonging, a commitment to group goals, a sense of progress, clarity of expectations, and confidence in the leadership. The author focuses on three aspects of team building: (1) the atmosphere and the climate; (2) the trust and support levels; and (3) the task focus of the group. A series of 24 activities designed specifically to address these three aspects of team building are presented in the monograph along with discussion of the purpose of each activity and general instructions for presentation and evaluation. The appendixes include the list of activities, additional resource materials, and a bibliography. (MD)

ED 238 164 EA 016 262

McIntire, Ronald G.; Wong, Martha J.
Teacher Quality Assurance Program Manual.
Houston Independent School District, Tex.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Classroom Observation Techniques; Elementary Secondary Education; *Professional Development; *Rating Scales; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *Houston Independent School District TX

The Teacher Quality Assurance Program, an integral part of the Houston, Texas, Plan for Excellence, addresses renewal and professional growth opportunities for current staff. The program is administered by a bi- or tri-dimensional assessment team that may consist of the principal, an instructional supervisor, and the associate and/or deputy superintendent. The manual contains a flow chart of the steps of the program, the components of the assessment, and the responsibilities of the team members. These are followed by explanations of ratings for proficiency elements on the classroom observation instrument that include: observed instructional proficiencies, management system and professional characteristics, and student academic growth. Other assessment matters explained in the manual are the growth improvement plan for teachers receiving lower ratings and the professional refinement plan for those receiving higher ratings; summary conference procedures; postassessment outcomes; and how to handle third party input. The appendixes, comprising over half of the document, contain the different instruments and forms, a sample memorandum of record, and a manual for the classroom observation assessment instrument. (MLF)

ED 238 148 EA 016 243

Ruffin, Santee C., Jr.
School-Business Partnerships: Why Not? Laying the Foundation for Successful Programs.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-153-6
PUB DATE- 83
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 for single copies; 2-10 copies, $1.00 each plus $2.00 shipping and handling per order; quantity discounts available on orders of more than 10 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Education; Career Exploration; Career Planning; *Cooperative Education; *Cooperative Programs; Elementary Secondary Education; Experiential Learning; On the Job Training; Prevocational Education; *School Business Relationship; School Community Relationship; School Support; Vocational Education; Vocational Interests; Work Experience Programs
IDENTIFIERS- *Adopt a School

School-business partnerships can be a valuable supplement to the public education system, especially in an era of limited resources. The business and industrial community can provide support for schools in a number of ways, including awards to students and teachers, scholarships, equipment loans, on-the-job training, curriculum revision, part-time employment, and direct participation in instruction. To establish such a partnership, principals and business people should take the following steps: (1) clarify their own and each other's expectations; (2) identify firms with desired expertise; (3) hold a well-planned meeting or luncheon for firm representatives, faculty, parents, and students; (4) establish a time-line with desired outcomes and specific activities; (5) appoint a project coordinator; and (6) agree on a method of evaluation. Examples are provided of six successful partnership programs, along with suggestions for additional resources (such as senior citizens and small business people). The program should optimally provide learning opportunities for all students, both college-bound and non-college-bound. (TE)

ED 238 165 EA 016 263

McIntire, Ronald G.; Wong, Martha J.
Counselor Quality Assurance Program Manual.
Houston Independent School District, Tex.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classroom Observation Techniques; *Counselor Evaluation; *Counselor Performance; Elementary Secondary Education; *Professional Development; *Rating Scales; *School Counselors
IDENTIFIERS- *Houston Independent School District TX

The Counselor Quality Assurance Program, part of the Houston, Texas, Plan for Excellence, addresses the renewal and professional growth opportunities for school counselors. The program is administered by a bi- or tri-dimensional assessment team that may consist of the principal, a supervisor or appropriate central office administrator, and the associate and/or deputy superintendent. Steps of the program, the components of the assessment, and the responsibilities of the team members are outlined in the manual. Assessment instruments provide for a rating of many factors grouped within categories of: special counseling proficiencies, observed group counseling proficiencies, management proficiencies and professional characteristics, and proficiency certification. The appendixes, comprising over two-thirds of the manual, contain the different instruments and forms, a sample memorandum and a sample rating, and a resource manual for the counseling proficiencies. (MLF)

ED 238 149 EA 016 244

Gluckman, Ivan
Administrator Tenure Statutes and Other Legislative Protection of Position.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Oct 83
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Assistant Principals; Board Administrator Relationship; Court Litigation; *Dismissal (Personnel); *Due Process; Elementary Secondary Education; Employment Practices; *Personnel Policy; *Principals; Tenure; Tenured Faculty

A pamphlet reviewing the employment rights of school administrators in each state, this report distinguishes between substantive and procedural rights for administrators threatened with demotion or dismissal. The author argues that principals should be aware of the kind and degree of statutory employment protection in their states, which differ in the rights they allow administrators. Seventeen states, it is found, allow tenure to principals and require just cause, as well as public hearings, for dismissal; other states provide procedural safeguards without a just cause review, grant tenure to urban principals but not to rural, allow principals tenure only as teachers, or allow no tenure at all. (JW)

ED 238 102 EA 015 919

Certificated Employee Evaluation Handbook.
Sheridan School District 2, Englewood, Colo.
PUB DATE- 12 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Board of Education Policy; Classroom Techniques; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Evaluation Methods; Guidelines; Noninstructional Responsibility; Records (Forms); Student Evaluation; *Teacher Behavior; *Teacher Evaluation; *Teacher Responsibility; Teaching Methods; Time on Task
IDENTIFIERS- PF Project

A policy for the evaluation of certificated employees adopted by the Sheridan Board of Education on July 12, 1983 is presented. The evaluation plan begins with a 17-item "we agree" statement which enumerates the responsibilities and job-related needs of teachers. The purpose, rationale, and objectives of the evaluation plan are based on the responsibilities and needs identified in the "we agree" statement. The procedural and general guidelines describe the frequency and type of evaluations to be performed, and the ratings which are to be used in the evaluations. Specific guidelines describe desirable behaviors and list indicators of those behaviors for goals in the following areas: (1) high expectations for students; (2) time on task; (3) instructional effectiveness; (4) monitoring and feedback of student progress; (5) classroom organization and management; and (6) professional responsibilities. One goal and one behavior are presented in each area. Forms provided are an observation sheet, a rating scale, and a teacher/principal goal-setting worksheet. Article XI on teacher evaluation from the Master Agreement between the Sheridan Board of Education and the Sheridan Educator's Association is included. (DC)

ED 238 103 EA 015 961

"Hi. Your Kid Cut Class Today. At the Tone,..."
National School Boards Association, Washington, D.C.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Attendance; Computer Oriented Programs; *Computers; Cost Effectiveness; Elementary Secondary Education; *Parent School Relationship; Program Descriptions; *Telephone Communications Systems; Truancy
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: And you thought you'd tried every trick in the book to cut student absenteeism. You haven't. Now that computers have become an accepted feature in many schools' administrative offices, you might want to check out a new, computerized telephone system that six Chicago schools are using. Each of the schools has installed a machine that telephones parents to alert them that their child was absent from school that day. The principal simply records a message on the machine, and the computer automatically dials parents at a specified hour, usually in the evening. The message goes something like this: "Good evening. I'm Tom Jones, principal of Central High School. I am calling to let you know that your child was absent from school today. Please call the attendance officer at 555-1212 tomorrow between 8 a.m. and 2:30 p.m. to explain the absence." The machine can make 50 calls per hour. If no one answers the telephone at a student's home, the machine will try twice more. The next morning, a printout allows the attendance officer to see which parents received--and which ones missed--the calls. Each machine costs approximately $7,800, but the Chicago school board expects the devices to pay for themselves in 15 months. That's because when school attendance improves--it's expected to go up approximately 3 percent--schools will earn more state aid. After conducting a tryout last fall in two schools with especially high absenteeism, attendance increased from 78.8 percent to 85.6 percent. Reprinted, with permission, from "The Executive Educator," August. Copyright 1983, "The Executive Educator." All rights reserved. (Author)

ED 238 119 EA 016 212

Nielsen, Earl T.
Instructional Aides.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Jul 77
AVAILABLE FROM- San Mateo County Office of Education, Public Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrative Policy; *Administrator Responsibility; Elementary Secondary Education; *Employment; Inservice Education; Legal Responsibility; Personnel Evaluation; *Personnel Selection; Recruitment; Supervision; *Teacher Aides

This monograph is designed to assist administrative school personnel in selecting, training, and retaining the best qualified instructional aides available. It covers five areas: (1) employment procedures--outlining important points under recruitment, applications, examinations, interviews, and selection; (2) payroll procedures--outlining how to reach an understanding with the potential employee on dutues, titles, and salary and benefits; (3) supervision for the aide--providing orientation and inservice training to the aide; (4) performance appraisal--reviewing the improvement of the aide's performance, with suggestions for seven procedural steps, a sample task list, contract, and evaluation form; and (5) legal aspects--the need to review relevant local and state laws prior to hiring instructional aides; included are reviews of sections of the education code. For instructional aides to add to the total educational program, adequate attention must be given to these areas if the aides are to be successful. The appendix includes examples of forms and successful procedures, as well as citations of selected references for further study. (MD)

ED 238 133 EA 016 227

Wiegerink, Ron; Pelosi, John
Knowledge Use Capacity in the Public Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum; *Decision Making; Early Childhood Education; Educational Administration; *Educational Change; Educational Development; *Educational Innovation; Educational Resources; Linking Agents; Models; Program Development; Public Agencies; School Policy
IDENTIFIERS- Kentucky; Virginia

This study examined the characteristics of school systems and programs that have been successfully involved in change over the past 10 years and that are continuing to update services through external sources. Four models of innovation are outlined: the traditional research-development and utilization (RDU) model, the Linkage Model (Havelock 1969), "Happenstance," and a fourth proposed model, "Knowledge Use Capacity." Preliminary information shows none of the seven sites studied has a formal policy toward change. Who does the planning and decision-making varies from school to school. Knowledge-use profiles of the seven sites also vary, with most having a problem-solving focus. The findings appear to show several important dimensions underlying change: (1) the extent to which the organization is intentionally seeking to improve; (2) the capacity of the organization to initiate activities and make decisions; (3)

the ability of the organization to acquire resources supporting change; and (4) staff cohesion and motivation. All these factors are important in allowing change to become practice. The researchers are encouraged to believe that the concept of "Knowledge Use Capacity" is useful in understanding innovation and change. (MD)

ED 238 120 EA 016 215

Price, Nelson C.
Setting Priorities: A Handbook of Alternative Techniques.
San Mateo County Office of Education, Redwooo City, CA.
PUB DATE- 1 Jun 78
AVAILABLE FROM- San Mateo County Office of Education, Public

Information Office, 333 Main Street, Redwood City, CA 94063 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Criteria; Elementary Secondary Education; Evaluation; Group Dynamics; Guides; *Models; *Needs Assessment; *Task Analysis; Workbooks
IDENTIFIERS- Rank Order

Six models for setting priorities are presented in a workbook format with exercises for evaluating or practicing five techniques. In the San Mateo model one sets priorities, clarifies priority purpose, lists items, determines criteria, lists items and criteria on a rating sheet, studies all information on items, rates each item, tallies results, and sets priorities in rank order. A detailed example and exercises using the model are provided. The second model, developed by Larry Horyna and John Warden (University of Oregon), is a simulation designed specifically for school community councils. In this model group consensus is used in prioritizing. Lockheed Missile and Space Company has developed a form for setting priorities that is presented as the third model in a slightly modified format. In this model rating is done with a five-point scale using three criteria. The fourth model is the Q Sort, in which items are listed on individual cards and sorted by criteria. The Los Angeles County model was designed to be used with needs assessment, and the outcome is a criticality list closely related to priority. The sixth model is the Alameda County Process, in which priorities are decided in a group process using a relative value chart and paired weighting sheet. Detailed examples of the process are provided. (MD)

Hartman, William T.; Hwang, C. S.
Effectiveness of Property Tax Relief in Oregon.
Oregon Univ., Eugene. Div. of Educational Policy and Management.
PUB DATE- Aug 83
AVAILABLE FROM- Publications, Division of Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($3.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Finance; Elementary Secondary Education; Expenditure Per Student; Finance Reform; *Property Taxes; *School Funds; School Taxes; State School District Relationship; *Tax Rates
IDENTIFIERS- Oregon; *Tax Limitation Efforts

This study examines the effects of the 1979 Oregon Property Tax Relief Plan on 1980-81 school district budget decisions by comparing the available tax relief, the school expenditures, and the tax levies in the state for the years 1975-81. The history of direct and indirect property tax relief in Oregon is sketched for the years prior to 1979; the authors also trace the growth of the state's Basic School Support Fund and the pressures for substantial direct tax relief during a period of surplus in Oregon's general funds. In the midst of dwindling state resources, however, most Oregon school districts studied here (enrolling 83 percent of all students) were found to have increased their tax levies and current expenditures per pupil in 1980-81, the year after the state's direct tax relief program began. It was found that local districts had applied the 1979 tax relief measure almost exclusively to increasing school support rather than to lowering property taxes. But the authors note that indirect tax relief in the form of general state aid to schools (a plan viable in Oregon for only 1 year), provided property tax reduction with a moderate increase in school spending. (JW)

ED 238 151 EA 016 246

Illinois Public School Finance Project. Technical Advisory Panel Report. A Comprehensive System for Financing Illinois Public Education.

Illinois State Board of Education, Springfield.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Support; Income; Money Management; Property Taxes; *Resource Allocation; School District Spending; School Funds; School Taxes; *State Aid
IDENTIFIERS- Illinois

To determine adequate, fair, and efficient methods of public school finance for the state of Illinois, this study collected and synthesized data on state revenues collected in 1980-81 and distributed to school districts in 1981-82. Researchers examined current alternative methods of distributing state and federal funds to Illinois public schools (including the current categories of aid formulas and means of computing districts' fiscal needs and capacities), the six current options in generating revenue, and the most feasible plans for streamlining school finance options to meet the problems of local districts. Following project consultants' options and responses to proposed alternatives, the project findings are condensed into three categories reflecting current practice and recommendations: distribution of state and federal funds, generation of revenues, and management of resources. (JW)

ED 238 104 EA 015 962

Rouk, Ullik

School District's Policy Cultivates Student Growth.
Council for Educational Development and Research, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; Classroom Research; *Cooperative Planning; Data Collection; *Educational Cooperation; Educational Research; Elementary Secondary Education; Instructional Improvement; Problem Solving; Program Descriptions; Program Implementation; School Policy; *Skill Development; Teacher Effectiveness; *Time on Task
IDENTIFIERS- PF Project; *Researcher Practitioner Relationship; Research for Better Schools Incorporated

In a project led by Research for Better Schools (RBS), educators work with researchers to improve basic skills learning. Based on research findings relating the amount of time allocated for instruction and student achievement, one school made scheduling changes to reduce the time spent moving from one classroom to another. Other classroom variables directly related to student achievement include engagement rate, student engaged time, prior learning, and instructional overlap. The RBS approach to instructional improvement involves training supervisors and teachers to run through a four-phase decision-making cycle related to each of these five variables. First, teachers collect data on student achievement and their own classroom procedures. Second, teachers compare their data with data that researchers have collected on classrooms where achievement results are known to be high. Third, teachers select or prepare ways to modify their classroom conditions, and last, teachers implement their modifications. Staffs can be trained to calculate engaged time, try new techniques, and tag learning deficiencies before planning instruction. Results show that improvement efforts can succeed provided that school staff at all levels lend in their support. (LH)

ED 238 134 EA 016 228

Bosse, Jerry
Transportation in the Millard School District.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Ancillary School Services; Budgets; *Bus Transportation; Elementary Secondary Education; Expenditures; Inflation (Economics); Operating Expenses; *School Buses; School District Spending; *Student Transportation
IDENTIFIERS- Millard School District NE

Due to increasing costs for bus service, the Millard School District in Nebraska has instituted a successful plan whereby students pay partially for bus service by purchasing coupon books. While elementary students more than one mile away are still bused at district expense, junior high students more than two miles away must pay the partial cost in order to ride the bus. (High school students are reimbursed for their own transportation, since a second high school has obviated the need for bus service.) The system has resulted in a 39 percent reduction in the transportation budget, even though the district still offers safe transportation for junior high students who need it. Other advantages include allocation of transportation costs to users, thus reducing tax burdens; and greater control and flexibility for the district in financing its transportation program and adjusting for future contingencies. Another cost-saving move is a switch from gasoline to propane as bus fuel. As a consequence of these measures, the Millard School District has managed to cut costs substantially, without affecting educational quality. (TE)

ED 238 135 EA 016 229

Wright, Linus
Policy vs. Administration: The Difference.
PUB DATE- 24 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Board Administrator Relationship; Board of Education Policy; *Board of Education Role; Boards of Education; Elementary Secondary Education; *Interprofessional Relationship; School Administration; *Superintendents

To have an efficiently functioning school district, the roles of the school board and the administration must be clearly delineated, so that the school board formulates school policy while the superintendent implements it. To avoid dissention over their respective spheres of authority, it is best for a superintendent to establish two-way communication, be open and honest, be willing and ready to compromise, keep the board informed of all sides of a question, and make certain that the total board knows exactly what is happening. Board members in turn should refrain from requiring irrefutable proof that administrative recommendations have been implemented, asking embarrassing questions at open meetings, surprising the superintendent with issues he is unprepared to discuss, and burdening him with detailed plans for implementation of policy. Above all, it is important that both board and superintendent are assured of the other's support. (Author/TE)

McIntire, Ronald G.; Wong, Martha J.
Learning Resources Specialist Quality Assurance Program Manual.
Houston Independent School District, Tex.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classroom Observation Techniques; Elementary Secondary Education; *Faculty Evaluation; *Learning Resources Centers; *Media Specialists; *Professional Development; *Rating Scales
IDENTIFIERS- *Houston Independent School District TX

The Quality Assurance Program for Learning Resources Specialists is part of the Houston, Texas, Plan for Excellence and addresses the renewal and professional growth opportunities for the specialists. The program is administered by a bi- or tri-dimensional assessment team that may consist of the principal, an instructional supervisor, and the associate and/or deputy superintendent. Steps of the program, the components of the assessment, and the responsibilities of the team members are outlined in the manual. Assessment instruments designed to parallel the teachers' assessment instrument include instructional proficiencies, management system and professional characteristics, and proficiency certification. The appendixes, comprising over half the document, contain the different instruments and forms, a sample memorandum of record, and a manual

for the classroom observation assessment instrument. (MLF)

ED 238 105 EA 015 968

Educational Reform and Discipline Policy Advertisement.
Santa Maria Joint Union High School District, Calif.
PUB DATE- 19 Oct 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advertising; Board of Education Policy; *Discipline Policy; Educational Change; *Educational Quality; High Schools; Program Descriptions; Public Relations; *School Community Relationship; School Districts
IDENTIFIERS- Advertisements; PF Project

The program description and the newspaper advertisement presented describe the efforts of the Santa Maria Joint Union High School District (California) to implement the reforms mandated in California's SB 813, especially in the area of discipline policy, and to keep the public informed of those efforts. The program description provides an overview of the publicity campaign which wa built around the advertisement. The newspaper advertisement briefly outlines the district's efforts to improve their educational progra in areas such as academic requirements, curriculum, test scores, behavior codes, attendance monitoring, and truancy sweeps, and includes the district's "major discipline policy." The policy details the punishments recommended or required for offenses relate to violence, vandalism, theft, drugs and alcohol, weapons, and othe activities which are illegal or against school policy. This documen was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promisin practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 238 121 EA 016 214

Geske, Terry G.
The Big Squeeze on Tax Revenues for the Public Schools: The Midwest in the 1980s.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C. School Finance Project.
PUB DATE- Mar 83
CONTRACT- NIE-P-81-0266
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Economic Change; *Economic Climate; Economic Research *Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Finance Reform; *Financial Policy; Financial Support; Fiscal Capacity; *Government School Relationship; Inflation (Economics); *Politics Education; Property Taxes; Resource Allocation; Revenue Sharing; School Taxes; State Federal Aid; Tax Effort; Tax Rates
IDENTIFIERS- *United States (Midwest)

Potential revenue prospects for the public schools in the Midwest basically depend on the future outlook for the midwestern economy a a whole. Accordingly, a comprehensive analysis is undertaken of the midwestern economy and tax base, and then of trends in educational spending. Topics include: (1) economic growth and taxation systems; (2) demographic and economic trends; (3) federal, state, and local revenue systems; and (4) state education systems in the Midwest, in general and state by state. The latter includes analysis of declining public school enrollments, shifting sources of school revenues, school expenditures, and finance reform. The study concludes that policy-makers in the Midwest will continue to be confronted with difficult decisions regarding trade offs between cutting public services and increasing taxes. Furthermore, revenue-limiting provisions may make it difficult for states to raise sufficient public service revenues. Accordingly, states are likely to place greater pressure on local governments to increase their share of school financing. A 5-page bibliography concludes th study. (TE)

ED 238 122 EA 016 215

Johnson, Eric W.
Evaluating the Performance of Trustees and School Heads.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-48-5
PUB DATE- 83
AVAILABLE FROM- Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($7.00 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Evaluation; *Board Administrator Relationship; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluative Thinking; Governance; Governing Boards; *Interprofessional Relationship; Pee Evaluation; *Private Schools; Trustees

Reciprocal evaluations of and by trustees and the head of an independent school should meausure performance against clearly established expectations, framed in accordance with the mission and philosophy of the school itself. Such evaluations should be regular candid, objective, and constructive, reenforcing effective performance as well as identifying potential problems. Differences of opinion should be resolved by discussion and exchange of views rather than by vote, and in all evaluation, distinctions should be carefully drawn between policy-making (the trustees' responsibility and school operations (the responsibility of the head and staff). Finally, mutual respect must inform the entire evaluative process, whether formal or informal. Examples of evaluation procedures for trustees and heads of seven different schools are provided, along with a chapter on situations, problems, and opportunities that may need special emphasis in the evaluation process. Sample evaluation forms are included in an appendix. (TE)

ED 238 153 EA 016 249

Ferratier, Louis; Helmich, Edith
An Analysis of Illinois High School Graduation Requirements.
Illinois State Board of Education, Springfield.
PUB DATE- 15 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Standards; Accountability; Achievement Rating; Competency Based Education; *Core Curriculum; Curriculum Evaluation; Data Analysis; Educational Improvement; Educational Objectives; *Graduation Requirements; High Schools; Program Effectiveness; *Required Courses; School Effectiveness; School Statistics; *Secondary School Curriculum; *State Curriculum Guides; Statistical Analysis
IDENTIFIERS- *Illinois

On account of concern about declining achievement levels of high school graduates and proposed state legislation increasing graduation requirements to address this concern, this report analyzes current and proposed high school graduation requirements in Illinois, based on data compiled from local school documents, and compares the data to statistics nationwide, from other states, and from selected urban schools. Major findings are as follows: (1) Illinois' 16 unit requirement falls at midpoint relative to other states; (2) 75 percent of the states exceed Illinois requirements in English, math, science, and social studies; (3) only two schools exceed the requirements specified in proposed state legislation; (4) the proposed legislation is unduly restrictive for college-bound and non-college-bound students alike; (5) the proposals necessitate extensive modification of existing policies over a short time for schools lacking adequate resources to make such adjustments; (6) there is no evidence that increasing requirements affects student performance (in fact, there is evidence to the contrary). The study concludes that the quantity of graduation requirements has no discernible effect on achievement, whereas an outcome-based approach, specifying performance expectations, is more likely to achieve desired improvements. (TE)

ED 238 106 EA 015 977

Moreland Recognition Program.
Moreland Elementary School District, San Jose, CA.
PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Academic Achievement; *Citizenship; Demonstration Programs; Educational Environment; Elementary Education; Improveme Programs; *Positive Reinforcement; Program Descriptions; *Recognition (Achievement); *Rewards; Student Behavior; *Student Improvement
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Recognition for

special effort and achievement has been noted as a component of effective schools. Schools in the Moreland School District have effectively improved standards of discipline and achievement by providing forty-six different ways for children to receive positive recognition. Good citizens may receive a Good Citizenship Certificate from a Noon Supervisor, have their name printed in a parent bulletin, receive a special call at home from the teacher or principal, receive a McDonald's Gift Certificate, have their pictur displayed in the office window, receive tickets to a sporting event get to wear a school button, spend extra time on the computer, or b invited to a special assembly or field trip. At the middle school, parents of outstanding citizens are invited to a special program where each teacher describes the classroom criteria used for selection, and where names of outstanding citizens are announced. Outstanding work might be rewarded through special displays in the office or District Board Room, or an author might be given an opportunity to read a composition over the loudspeaker. In the classroom, positive feedback is provided on papers with stickers, Happy Face stamps, good job slips, and unique comments on papers, including such words as Colossal, Earthshaking, Flawless, Magnifique, Incredible, or Stupendous! As a result of this positive recognition system, teachers and classified personnel throughout th District have been more aware of the positive aspects of children's behavior, and children see adults in a more positive light. This ha resulted in a more positive school climate in all of the District's schools. This has been evidenced by parent satisfaction surveys indicating 95%-98% or more of the parents are pleased with the school environment, a higher than average level of staff morale based on surveys, and a higher than average level of student self-esteem. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 238 136 EA 016 231

Colton, David L.
Desegregation, Litigation, and Resource Mobilization.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Desegregation Litigation; *Educational Equity (Finance); Educational Innovation; Elementary Secondary Education; *Politics of Education; Resource Allocation; Retrenchment; *School Desegregation; School District Spending

This document attempts to show that litigation serves to transform the way in which educators construct their conceptions of the financial aspects of desegregation. First viewed as a cause of retrenchment, desegregation later becomes the catalyst for resource redistribution and program innovation. As a corollary of this resource mobilization process, the customary budget channels are bypassed. New bureaucracies, budgets, and programs are overlaid on old ones, resulting in significant shifts in the power that accompanies access to funding sources. Litigation accounts for the deviation of desegregation budgeting from the normal budgeting process. In sum, the courts have become levers for mobilizing funds for schools. In effect, desegregation litigation introduces into an urban school system a new budget system, complete with new actors, new paradigms for thinking about resource allocation, and new avenues of revenue generation. This budgetary system will presumably merge eventually with the established system. The paper concludes that by observation of decision-makers' conceptualizations of budgetary categories, researchers may better understand the politics of management in an era of austerity. (PB)

ED 238 137 EA 016 232

Lee, Helen C.
The Role of Community Action in Improving Schools.
PUB DATE- 28 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Community Action; *Community Involvement; *Community Role; Community Support; Cooperative Planning; *Educational Assessment; Elementary Secondary Education; Parent School Relationship; *School Community Relationship; School Effectiveness School Role; *School Support

In view of the national attention that has recently been brought public school improvement, a list of suggestions is presented in th form of leading questions to guide communities in assessing the quality of their local schools and in promoting beneficial change. The evaluative questions touch on a wide range of issues: school financing (percent of budget spent on teachers' salaries); comparative results of standardized tests; success of graduates; effectiveness of leadership (school boards and superintendents); an condition of facilities. Other questions are prescriptive, concerning school-community interaction, aid to teachers, curriculu development, special interests, and essential priorities. Because o the necessarily slow process of change in public schools, patience, trust, and diligence are needed above all in any effort to cultivat a fulfilling and productive relationship between a school and its community. (TE)

ED 238 168 EA 016 266

Proposed Action Plan to Improve Elementary and Secondary Education Results in New York. Revised.

State Univ. of New York, Albany. Office of the Regents.

PUB DATE- 11 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Curriculum; Educational Administration; Educational Finance; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Extended School Year; Graduation Requirements; Preschool Education; Private Schools; Public Schools; Required Courses; State Action; State Curriculum Guides; State Programs; *State Standards; *Statewide Planning; Teacher Certification; Testing Programs
IDENTIFIERS- *New York; New York State Regents Examinations

This report outlines proposed revisions of state educational priorities and expectations for student performance and requirements for school compliance. The proposed Regents goals for students include skills and characteristics to be acquired, and the action plan focuses on aspects of the instructional program including required courses, content requirements, examinations, personnel standards, and school and district procedures. Summary charts compare existing requirements with proposed changes including a school year extension of 20 days, an entry examination for teachers, and state syllabi as minimum content for all courses. Among proposed elementary school requirements are foreign language proficiency by grade 9, interdisciplinary projects, and computer literacy instruction. Proposed secondary changes include minimum time requirements for academic subjects, mandatory courses in career awareness and art or music, and stiffer testing and graduation requirements. Generic changes in instructional focus and additional proposed actions to upgrade personnel, instructional program organization within and among schools, school finance, relationships of schools to higher education, the school-family relationship, and community and business participation are noted. Among appendixes are an implementation schedule, an explanation of a proposed annual assessment report of examination performance, and a summary of proposed revisions in the examination schedule. (MJL)

ED 238 152 EA 016 247

Douziech, Richard; And Others
Computer Literacy Activities for Elementary and Middle School Students.
International Council for Computers in Education, Eugene, Oreg.
PUB DATE- 83
AVAILABLE FROM- Publications, International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; quantity discounts; add $2.50 for processing on non-prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Artificial Intelligence; *Computer Literacy; *Computer Oriented Programs; *Computers; Educational Technology; Elementary Education; Instructional Innovation; Instructional Materials; Resource Materials; Teaching Guides

All elementary and middle school students can gain five different types of knowledge about computers: (1) how to operate a computer; (2) roles computers play in different subject areas and outside of education; (3) how to direct a computer to aid them in writing, information retrieval, music composition, and creative art; (4) algorithmic thinking; and (5) computer vocabulary. This booklet includes a brief introduction to computers, followed by a collection of 12 activities for a variety of grade levels, designed to help students and their teachers learn more about computers and

computer-related ideas. Few activities require access to computers and all can be used by a teacher who is just starting to learn about computers. A glossary and a brief list of additional sources of information are included. (TE)

ED 238 167 EA 016 265

Instructional Program Mandates: A Preliminary Report.
Illinois State Board of Education, Springfield.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum; Educational Improvement; Educational Objectives; Elementary Secondary Education; Public Schools; *Required Courses; State Curriculum Guides; *State Legislation; State Programs; *State School District Relationship; *State Standards
IDENTIFIERS- *Illinois

Part of a comprehensive state study, this report assesses the scope and content of Illinois instructional requirements and offers preliminary recommendations toward improving the public school instructional program. Sources of information include state regulations, interviews, historical documents, statistical data, and analysis of other states' regulations. The introductory discussion includes a history of the state's involvement in defining the curriculum. Almost half the report describes 15 components of the mandated program, providing for each its statutory or regulatory source, a brief historical review, and a summary of its current level of implementation. The analysis concludes that: (1) the mandates generally do not provide clear statements of expectations for schools or students; (2) compliance criteria are so general that the quality of outcomes is not addressed; (3) the mandates do not imply a reasonable assurance that students will achieve certain knowledge or competencies; (4) the absence of mandates would probably affect schools' instructional programs; (5) mandates as a group constitute an acceptable minimal instructional program for elementary school but not for secondary education. Two alternative courses of action are recommended: either modifying present mandates or completely restructuring statutes to reflect changes in State Board of Education leadership and district responsibilities. A basic regulatory document is appended. (MJL)

ED 238 235 EC 161 152

Aptekar, Lewis S.
Providing Services to the Handicapped in Times of Budget Retrenchment.
PUB DATE- 12 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Budgets; Delivery Systems; Disabilities; Elementary Secondary Education; Expenditures; *Mild Disabilities; *Severe Disabilities

In a consideration of limited funds for services to disabled persons, the author distinguishes the "truly handicapped" from "handicapped victims" (characterized as afflicted persons who receive few or no services) and the "mildly handicapped" (including educable retarded, learning disabled, and mildly emotionally disturbed). He proposes a model incorporating a competitive market for services to handicapped students. The amount of funding received by mildly handicapped students is questioned and overprotection of truly handicapped students is cited. The author suggests a change in the operation of special education in which families would receive voucher money to procure the services they deem most appropriate. Informal alliances among handicapped persons, as observed in developing nations, are advocated. There are two groups of "losers" in the present system: the mildly handicapped, who receive more stigmatization than help; and the handicapped victims, who society removes from the definition of handicapped because of a moral judgment. (CL)

ED 238 252 FL 014 105

Final Report of the Haitian/English Language Project.
ACCESS, Inc., Bethesda, MD.; School for International Training, Brattleboro, Vt.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 23 Apr 82
CONTRACT- 300-81-0204
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Acculturation; Administrative Organization; Adult Education; Community Organizations; Consultants; Cooperative Programs; Counseling Services; *Daily Living Skills; *Employment Potential; *English (Second Language); *Haitians; Needs Assessment; Outreach Programs; Program Descriptions; *Refugees; Second Language Programs
IDENTIFIERS- *Louisiana; *Massachusetts

A federally funded program to provide job skills, English language skills, and other support services to Haitian immigrants in Massachusetts and Louisiana is described. The Experiment in International Living and the firm of ACCESS, Inc., worked cooperatively with community organizations to serve a total of 794 Haitians in two areas in the program's 12-month duration. Aspects of the program outlined and discussed include (1) the nature of the instructional component, curriculum and teacher training, and life skills component; (2) the nature of the support and employability component, consisting of counseling services in each location; (3) participants' improved ability to perform in their community and work environments; (4) other results, including the development of advocacy and legal services, community understanding, and facility use as a community center; (5) problems of enrollment, attendance, resettlement, funding cuts, legal status of the participants, and Department of Education support; (6) remaining needs for services at both sites; and (7) recommendations. Information is appended on the scope of the project, needs assessment, agencies and linkages, notes on establishing linkages between local and national organizations providing services to Haitians, educational objectives, employer letters of support, an evaluation, and anecdotal accounts of student success. (MSE)

ED 238 267 FL 014 132

Stevick, Earl W.
Curriculum Development at the Foreign Service Institute.
PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Competency Based Education;
*Curriculum Development; Federal Government; *Government Employees;
Higher Education; International Relations; *Language Proficiency;
Program Descriptions; Public Agencies; *Second Language Instruction

IDENTIFIERS- *Foreign Service Institute DC

Curriculum development efforts at the language school of the Foreign Service Institute, the training agency for Department of State personnel on overseas assignment, are examined as they have evolved in the past two years. Five emphases are found to have shaped and structured all curriculum development work: (1) relevance (a close and specific relationship to anticipated needs; (2) function (frequent and clear attention to function as well as to form; (3) communication (consistent effort to make practice activities communicative); (4) comprehension (exploitation of the "comprehension advantage"); and (5) imagery (systematic development of mental imagery to match the verbal content of the lessons). Materials produced under the new orientation characterized by these five emphases are outlined. They fall into three categories: (1) "Bridges", a series of one to seven training exercises supplementing a regular basic language instruction course and aimed strictly at students' professional needs and available in each of 32 languages; (2) new basic courses in Arabic and Russian, and one being developed in Czech; and (3) "FAST" (familiarization and short-term) courses in fourteen languages designed for family mambers, clerical staff, and others not normally receiving full-scale language and area training. (MSE)

ED 238 188 EA 016 287

Rawers, Lois J.
Excellence in Mathematics Teaching: Profiles of Two Oregon Teachers.
Oregon School Study Council, Eugene.
PUB DATE- Dec 83
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Awards; Elementary Secondary Education; Evaluation; Master Teachers; *Mathematics Teachers; Selection
IDENTIFIERS- *Excellence (Quality); Oregon; Presidential Awards Excellence in Science and Math

The Presidential Awards for Excellence in Science and Mathematics Teaching were awarded for the first time in October 1983. This bulletin spotlights the two Oregon mathematics teachers who were nominated by the state for the national award. Sue McGraw and Fred Board are master teachers with unique, individual, and exceptional classroom teaching abilities. Both are accessible to students and responsive to their needs. Besides teaching and actively participating in professional organizations, they both volunteer many hours to mathematics education in Oregon. Both teachers continuously update their professional training. The national selection committee rated McGraw and Board uniformly highly, but chose McGraw to receive the award for Oregon. (MD)

ED 238 203 EA 016 305

Sistrunk, Walter E.; And Others
Investigations of Supervisory Behavior: A Symposium.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Evaluation; *Behavior Patterns; *Data Analysis; Data Collection; Evaluation Methods; *Questionnaires;

Research Methodology; Self Evaluation (Individuals); Student Teache Supervisors; Supervision; Supervisory Methods; Teacher Administrato Relationship; *Teacher Attitudes; Two Year Colleges; Vocational Schools
IDENTIFIERS- Supervisory Behavior Description Questionnaire

Two data-gathering instruments, the Supervisory Behavior Description Questionnaire (SBDQ) and the derivative Supervising Teacher Behavior Description Questionnaire (STBDQ), are described in one paper and employed in three others in this symposium series. Both forms are useful in evaluating perceived behaviors of supervisory educational personnel, for the forms measure whether respondents prefer supervisors to behave in a directive, collaborative, or nondirective manner in relation to specific supervisory tasks. The first paper, "Investigations of Supervisory Behavior," by Walter E. Sistrunk, describes the theoretical basis, development, characteristics, and reliability of the SBDQ, Forms 1 and 2, and the STBDQ (a modification of SBDQ, Form 2, designed specifically for supervising teachers). Form 2 yields additional data about the relationship of supervisory behaviors to teacher satisfaction and/or motivation. In the second paper, Patricia D. Sistrunk used the SBDQ, Form 1, to investigate "The Relationship between Mississippi Public Junior College Instructors' Perceptions of Supervisory Behaviors and Their Perceived Levels of Job Satisfaction." The third paper, "The Supervisory Behaviors of Secondary Vocational-Technical Center Directors," by Rebecca Love, shows a discrepancy between secondary vocational center directors' self-perception and the views of their teachers with respect to the directors' supervisory behavior. The fourth paper, "Supervising and Student Teachers' Perceptions of Supervisory Behavior," by Walter Sistrunk and James Thomson, uses the STBDQ to investigate the behaviors of supervising teachers as self-perceived and as perceived by their student teachers. A sample STBDQ is provided as an appendix. (TE)

ED 238 219 EC 161 135

Ash, Paul, Ed.
Educators' Guide to Effective Special Education Materials. 1983-84 Edition (As Reported by 500 Special Educators).
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Arithmetic; Communication Disorders; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Gifted; Hearing Impairments; *Instructional Materials; Language Acquisition; Language Arts; Learning Disabilities; Mild Mental Retardation; Moderate Mental Retardation; Preschool Education; Prevocational Education; Reading Instruction; Science Instruction; Severe Mental Retardation; Social Development; Social Studies; Visual Impairments

The catalog lists special education materials identified by approximately 500 special educators (through the Teacher Initiated Materials Evaluation Process) as effective with handicapped and gifted children. The evaluation process is built on the premise that teachers in contact with handicapped children know the most effective materials. Materials identified by this process are arranged by exceptionality area, age level, and curriculum area. The following exceptionality areas are included: preschool handicaps; mild, trainable, and severe/profound retardation; communications handicaps; emotional handicaps; learning disabilities; deafness and hearing impairments; blindness and visual impairments; physical handicaps; multiple handicaps; and giftedness. Information on each entry includes title and publisher. A list of approximately 400 publishers and their addresses is also provided. Among curricular areas represented are professional and reference, language

development, perceptual and motor skills, social development, arithmetic, reading and language arts, science, social studies, and prevocational skills. (CL)

ED 238 220 EC 161 136

Austin, Bruce A.; Myers, John W.
Viewing and Enjoyment of Prime Time Commercial Television among Deaf and Hearing Students.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Captions; College Students; *Hearing Impairments; Recreational Activities; *Television Viewing

Questionnaires on television viewing were administered to 128 hearing students and 178 hearing impaired students in a technical college. In addition to the questionnaire which examined demographic information as well as viewing preferences and attitudes, all Ss were asked to report their average daily viewing time. Programs were categorized into comedy, drama, crime-drama, news maga[illegible], and miscellaneous. Results revealed that hearing impaired [illegible]ported a significantly greater amount (nearly 1 hour more daily) of daily television viewing than hearing Ss. Hearing impaired Ss showed significantly more affinity toward television and were more likely to perceive TV as depicting reality than were hearing Ss. Further, hearing impaired Ss reported significantly greater frequency of viewing and greater enjoyment of captioned programs than programs without closed captions. Significant differences in viewing frequency were found for four of the five program categories and in level of enjoyment for two categories. Results suggested that although deaf Ss may watch more television than hearing Ss, they do not necessarily enjoy it more. (CL)

ED 238 189 EA 016 288

Hawley, David E.
Computers in Education: A Practical Guide for the School Administrator.

Oregon School Study Council, Eugene.
PUB DATE- Jan 84
AVAILABLE FROM- Publications, Oregon School Study Council, Universi
of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- *Administrator Guides; *Administrators; Classroom Environment; Computer Assisted Instruction; Computer Literacy; Computer Programs; *Computers; Computer Science; *Development; Educational Equipment; Elementary Secondary Education; *Evaluation
*Technological Advancement

This bulletin provides a discussion of the impact of microcompute
technology and functions as a guide for administrators. It examines issues administrators must address if they are to take an active role in implementing computer programs in their schools. Chapter 2 examines hardware evaluation and selection, giving recommendations on types of computers available on the educational market. Chapter 3, considering the learning environment, details specific precautions and provisions that must be made when incorporating computer equipment into the classroom. Chapter 4 outlines computer courseware--describing resources listing available software--and includes sample evaluation sheets. Chapter 5 discusses computers in
the curriculum in three areas of application: computer fundamentals
computer science, and computer-assisted instruction. The final chapter outlines implementation of computer programs in schools, an
discusses maintenance of equipment, funding, staff education, and planning. Included are five appendixes of resource listings and lists of reference and interview annotations. (MD)

ED 238 236 EC 161 153

Bluestone, Michael A.
Decreasing Mattress Ripping Using Forced Practice.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Modification; Case Studies; Deafness; Institutionalized Persons; *Multiple Disabilities; Severe Mental Retardation

A deaf, profoundly retarded institutionalized 20-year-old, who engaged in mattress ripping, was required to participate in forced practice behavioral training. Repeatedly physically guided through ripping mattresses, he was given the aversive consequence of a squirt of tabasco sauce solution. After 5 weeks of intensive behavioral training and a 3 month followup, the resident's frequency of ripping mattresses remained at zero for 6 consecutive weeks during the followup phase. Results indicated that forced practice can be effective in intervening with low frequency, high intensity, surreptitious behavior. (Author/CL)

ED 238 253 FL 014 106

Robb, Michael P.; Saxman, John H.
The Relationship between Vocal Fundamental Frequency Characteristics and Developmental Levels of Language Acquisition in Young Children.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Acoustic Phonetics; Age Differences; *Developmental Stages; *Infants; *Language Acquisition; *Physical Development; Sound Spectrographs; *Speech

A study of fundamental vocal frequency values in 14 children aged 11 to 25 months, an age period characterized by changes in physiological and linguistic development, is reported. A developmental trend downward in vocal frequencies is traced across a number of previous studies, but is only tentative and is not documented in the age group under consideration. Although the decrease in average frequency can be explained by physical growth, the decrease in frequency variability cannot be explained as easily, especially in this age group. Based on analysis of spontaneous language samples of this study's 14 infants, the hypothesis that developmental decreases in average frequency and frequency inter-utterance variability occur before 3 years of age, and in infants as young as 11 months, is supported. A list of references, a summary of studies of frequency characteristics in children from birth to five years, and individual characteristics and statistical results of the present study are appended. (MSE)

ED 238 268 FL 014 133

Larson, Jerry W.; Jones, Randall L.

Proficiency Testing for the Other Language Modalities.

PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Competency Based Education; *Language Proficiency; *Language Tests; *Listening Skills; *Reading Skills; *Second Language Instruction; Testing; *Writing Skills

Some of the issues involved in proficiency-oriented testing of foreign language listening, reading, and writing skills-- language modalities paid less attention currently than oral skills-- are examined. These general issues are discussed: What is proficiency?; the relationship of the four modalities and proficiency testing; proficiency testing v. achievement testing; the rationale for proficiency testing in all modalities, and other considerations in testing such as specific testing needs and affect. An examination of

testing listening proficiency looks at basic listening tasks, inhibiting factors, conventional tests, and other approaches. A section on reading proficiency testing focuses on reading subskills, reading difficulties, foreign language reading tasks, testing reading v. testing language through reading, conventional measurement, and possible new measurement methods. A discussion of testing writing proficiency addresses basic writing tasks and conventional writing tests. It is suggested that substantial work be undertaken to improve and extend proficiency testing in these three modalities. (MSE)

ED 238 190 EA 016 289

Reeves, Cecil
Quality Circle Competencies.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- 83
AVAILABLE FROM- Publications, San Mateo County Office of Education, 333 Main Street, Redwood City, CA 94063 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Educational Assessment; *Evaluation
IDENTIFIERS- *Facilitators; *Quality Circles

The assessment instrument to be used with seven monographs relatin to quality circles, this booklet is used to evaluate quality circle competencies for participants attending Quality Circle Training Institutes. The assessment instrument contains nine competency areas for evaluating effectiveness of participants on a scale from 1 (ineffective) to 6 (most effective). (MD)

ED 238 204 EA 016 306

Multicultural Nonsexist Education in Iowa Schools. School Administration.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - General (130)

DESCRIPTIONS- *Administrators; Bias; Curriculum; *Disabilities; *Educational Environment; Educational Objectives; Elementary Secondary Education; Evaluation; Leadership; *Multicultural Education; *Principals; Questionnaires; Racial Discrimination; Resource Materials; Sex Discrimination; *Sex Fairness; State Legislation

IDENTIFIERS- Iowa

Presented as a handbook for administrators, this pamphlet is intended as an aid in directing and managing a school's multicultural, nonsexist education plans. The support of superintendents and administrators is strategic in successful implementation of such plans. Through their support and leadership administrators determine whether school board policy and plans are translated into visible, viable programs and curriculum activities in the schools. The pamphlet includes a list of definitions of important terms, the Iowa Code, a list of goals and objectives, an a self evaluation checklist for administrators to review their programs and determine their compliance with the basic concepts of multicultural, nonsexist education. An annotated bibliography of resource materials relating to the issue and a list of resource organizations available to Iowa administrators are also included. (MD)

ED 238 221 EC 161 137

Hanley, Tom V.
Microcomputers in Special Education: Organizational Issues.
Microcomputers in the Schools--Implementation in Special Education.
Information Product Number One.
COSMOS Corp., Washington, DC.; SRA Technologies, Inc., Arlington, VA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
Div. of Educational Services.
PUB DATE- Oct 83
CONTRACT- 300-82-0250
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed
Instruction; *Disabilities; Elementary Secondary Education;
*Microcomputers; Program Development; *Program Implementation

The report summarized findings from a study of organizational issues involved in the use of microcomputers in special education programs in 12 school districts. Background of the study and details on site selection were given. Features of the selected districts (urbanicity, number of schools, enrollment, predominant ethnicity, and number of handicapped students), and of microcomputer systems (number in use, location, instructional applications, and administrative applications) were charted. The findings underlined the importance of collaboration with other microcomputer applications in the district and noted similarities in use by special and regular education. Applications for special education were identified, including administrative (such as child count data and student records) and instructional uses (such as computer assisted instruction, and vocational/career counseling and training). Specialized applications for special education were also identified, including as communication aids and individualized education program monitoring systems. Centralized and decentralized patterns of supervision were revealed, and factors important to the growth and utilization of microcomputers (including existence of skilled persons with authority) were noted. Analysis of the balance between instructional and administrative applications revealed that growth of microcomputer systems was strongest where mixed applications were present. Examination of training procedures revealed a variety of approaches and cited the importance of coordinators for growth beyond the initial adoption phase. Emphasis in special education applications on drill and practice exercises and educational games was noted along with a lack of integration with instructional management systems and ambiguous relationships to individualized education programs. (CL)

ED 238 237 EC 161 154

Shore, Bruce M., Ed.; And Others
Face to Face with Giftedness. First Yearbook of the World Council for

Gifted and Talented Children. Developed from Selected Presentations at the World Conference on Gifted and Talented Children (4th, Montreal, Canada, August 1981).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).; McGill Univ., Montreal (Quebec).
REPORT NO.- ISBN-0-89824-042-5
PUB DATE- 83
AVAILABLE FROM- Trillium Press, Inc., Box 921, Madison Sq. Station, New York, NY 10159 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTIONS- Adjustment (to Environment); Attitudes; *Cultural Differences; *Curriculum Development; Definitions; *Delinquency; Elementary Secondary Education; Family Relationship; Foreign Countries; *Gifted; Parent Role; Talent; Talent Identification; Underachievement

Thirty-two author-contributed chapters were selected from 369 papers presented at the 1981 World Conference on Gifted and Talented Children. Authors included psychologists, educators, geneticists, researchers, and sociologists. Papers address five topics (sample subtopics in parentheses): social contexts (parent and family role, gifted adults at work); the meaning of giftedness (the IQ as a measure of intellectual giftedness, psychosocial effects of giftedness, attitudes toward education of gifted students); nonfulfillment of giftedness (case studies of maladjustment, delinquency proneness, personality growth, and residential treatment for bright delinquents); cultural perspectives (Native American Indian gifted children, talented children in the People's Republic of China, provisions for the gifted in the USSR, gifted children in Nigeria, policy questions in developing third world countries, and the efforts of UNICEF); and curricular considerations (role of government and legislative leadership in promoting programs, conceptual curriculum frameworks, enrichment and environment, secondary education, extracurricular mathematics, and a French approach to gifted curriculum. (CL)

ED 238 254 FL 014 107

Mulford, Randa; Morgan, James L.

The Role of "Local Cues" in Assigning Gender to New Nouns in Icelandic.

Minnesota Univ., Minneapolis. Inst. of Child Development .
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 8 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Case Studies; Child Language; Error Patterns; Foreign Countries; *Form Classes (Languages); *Language Acquisition; Language Processing; Language Research; *Nouns; *Young Children
IDENTIFIERS- *Gender (Language); *Icelandic

A study of young children's assignment of nouns to gender categories and general mastery of the Icelandic gender system is reported. An examination of what is involved in the induction of formal categories such as gender introduces the proposal of a "principle of localness." This principle states that the closer in proximity a closed class item is to an open class item, the more likely the closed class item will be chosen as a predictor of the categorical status of the open class item. The Icelandic gender system is briefly described, and studies of early rudimentary use of the three-way gender system are used to predict subsequent acquisition. Several experiments are reported that support the hypothesis of localness: one introduces novel nouns to three-year-olds, one is a case study of a two-year-old girl's conversation, and the third is a study of gender assignment to new nouns in 144 Icelandic children aged three, four, five, and six years. In the last study it was found that children made more accurate neuter assignments for introduced monosyllabic nouns, and more accurate masculine and feminine assignments for bisyllabic nouns. The effects of the relative localness of cues in this study are examined further. (MSE)

ED 238 191 EA 016 290

Achilles, C. M.; And Others
Perspectives on Dissemination and Knowledge Utilization. Report of a
Symposium Presented to the Mid-South Educational Research
Association (November 1980).
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Delivery Systems; Demonstration Programs; *Educationa
Change; *Educational Innovation; Educational Research; Elementary
Secondary Education; *Information Dissemination; Information
Networks; Information Retrieval; Information Science; Information
Storage; Inservice Teacher Education; Organizational Theories;
Program Administration; Research and Development; State Departments
of Education; Teacher Educator Education; Teacher Improvement;
Universities
IDENTIFIERS- *Knowledge Utilization; *National Diffusion Network

Collected here are symposium reports addressing the dissemination of theory and research to educational practitioners, specifically considering the National Diffusion Network (NDN) as an example of effective information delivery. An introductory theoretical review by C. M. Achilles of the state-of-the-art in dissemination poses questions for research, development, training, technology, evaluation, and future prospects. The second paper by Gary Peevely examines aspects of two basic types of dissemination delivery systems: the field or user-driven system that passively responds to consumer inquiries and relies on the continued use of its products for viability, and the product/producer-driven system relying on the development of new products that are actively sold to consumers. The organization and roles of dissemination agencies are analyzed in the third report by M. I. McConnell. Major factors in the development of an agency's structural configuration are funding sources, the client's knowledgeability and needs, and the agency's objectives. A potential expanded role for institutions of higher education in a producer-driven dissemination system is delineated in the fourth paper by I. L. King. The final report by M. N. Lintz outlines information for project developers/demonstrators and trainers as disseminators, including the NDN process of adopting a project as an exemplary program and selection and certification procedures for project trainers. (MJL)

ED 238 205 EA 016 309

Shears, L. W.; Matthews, J. K.
Youth Policies. A Report to the Honourable Robert Fordham M.P., Minister of Education, Victoria.
Victoria Education Dept. (Australia).
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Policy; Nontraditional Education; Polic Formation; Secondary Education; *Youth Agencies; Youth Employment; Youth Opportunities; Youth Problems; *Youth Programs

Because there is no comprehensive policy in Australia for dealin with the problems or needs of youth, this study surveys research o issues, responsibilities, and services involving youth (in Australia, defined as those ages 15-19). The educational and governmental services provided by the federal and Victoria state governments are emphasized, including those agencies helping young people in receiving job training and placement and those providing social services, including education. The authors note the efforts both inside and outside government that further a comprehensive national youth policy. Research on youth and the labor market in Australia is summarized, with notable conclusions listed. For comparison, a survey of youth policies in 11 other countries examines those countries' youth issues, services, and agencies. After summarizing the findings on international and Australian yout policies, specific recommendations are made for developing a comprehensive youth policy for Australia. (JW)

ED 238 222 EC 161 138

Microcomputers in the Schools--Implementation in Special Education. Case Study Report.

COSMOS Corp., Washington, DC.; SRA Technologies, Inc., Arlington, VA

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC Div. of Educational Services.
PUB DATE- Sep 83
CONTRACT- 300-82-0250
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Role; Case Studies; *Computer Assisted Instruction; *Computer Managed Instruction; *Disabilities; Elementary Secondary Education; *Microcomputers; Program Development; Program Implementation; School Districts; Teacher Education

The report presents case studies of microcomputer use in 12 school districts' special education programs. The case study approach was designed to focus on organizational issues, specifically the following four: nature of collaboration between regular and special education, centralization or decentralization of decisionmaking in implementation phases, cooperation between administrators and educators regarding application (administrative vs. instructional), and training in the use of microcomputers. An initial section analyzes data across the case studies. Major findings include overall collaboration in the use of microcomputers between special and regular education, especially, at the building rather than district level; the importance of a small team approach to implementation; lack of conflict between administrative and instructional applications in microcomputer systems; and emerging trends in designation of a coordinator to supervise implementation. Each of the 12 case studies reports on program development and chronology, features of the microcomputer system, and organizational aspects. (CL)

ED 238 192 EA 016 291

Peterson, Kent D.
Mechanisms of Administrative Control in Educational Organizations: A
Exploratory Study. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- 01176
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrative Organization; Board Administrator Relationship; Bureaucracy; Elementary Education; *Governance; *Management Systems; *Middle Management; Organizational Climate; Organizational Effectiveness; Organizational Objectives; Organizational Theories; Personnel Management; *Power Structure; School Administration; School Community Relationship; *School Supervision; Vertical Organization

This study is a comprehensive exploration of six mechanisms of control, both hierarchical and nonhierarchical, which constrain the work of elementary school principals but provide them a balance of control and autonomy. The database consists of extensive indepth interviews with 113 elementary school principals in 59 school districts from 3 suburban counties, focusing on their relations with their central district offices. The hierarchical control mechanisms examined include supervision, input control (personnel and monetary controls), behavior controls (for administrative and instructional tasks), and output controls (student testing), while the more diffuse nonhierarchical mechanisms of control include selection-socialization (patterns of hiring and ranking) and environmental control (derived from school community relations). For each of these control mechanisms, variation in patterns of usage are analyzed, characteristics are described, and practical implications of trends emerging from the data are discussed. An extensive conclusion summarizes findings on each mechanism of control and on the relationship between organizational control and such factors as school social status and district size. These findings are collectively brought to bear on a discussion of the principal's role. An appendix provides the interview form and the fact sheet filled out by all those interviewed. (TE)

ED 238 238 EC 161 155

Rohde, Marjorie
Psychological Assessment in Developmental Disabilities.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Developmental Disabilities; Elementary Secondary Education; *Evaluation Methods; Models; *Psychological Evaluation; Rehabilitation; Screening Tests; *Student Evaluation

Research is cited to corroborate the lack of conceptual models for building a functional psychological evaluation system for developmentally disabled persons. A model is proposed for individualized evaluation/assessment using a functional approach and based on the cognitive-behavioral perspective. The model can be used to determine directions in service plan delivery. Assessment is differentiated from evaluation. Guidelines are offered for six stages in the psychological assessment process (sample subtopics in parentheses): screening (reason for referral); evaluation (evaluation of competencies and incompetencies for Individualized Service Plan); assessment (diagnostic considerations, identification of additional services); program plan and design (goal oriented statements); curriculum development (educational, vocational, self-help, recreational); and program implementation (inservice and staff development). A concluding section provides background information and clinical observations about psychological assessment of intellectual functions, affective disorders, physical and behavioral disorders, and the role of assessment as an integral part of the treatment process. (CL)

ED 238 255 FL 014 108

Gray, Tracy C.; And Others
Comparative Evaluation of Elementary School Foreign Language Programs. Final Report.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Jan 84
GRANT- G00-82-01527
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Articulation (Education); Comparative Analysis; Core Curriculum; Elementary Education; *Fles; *French; *Immersion Programs; Listening Skills; *Program Evaluation; Reading Skills; *Second Language Programs; Self Evaluation (Individuals); Socioeconomic Status; *Spanish; Speech Skills; Standardized Tests; Student Characteristics; Test Results; Writing Skills
IDENTIFIERS- MLA Cooperative Foreign Language Proficiency Tests

Results of a study of the efficacy of foreign language instruction at the elementary school level are presented. The study provides new information permitting comparison of three program types--Foreign Language in the Elementary School (FLES), partial immersion, and immersion--currently used in schools in the United States. The results are based on achievement in listening, speaking, reading, and writing in French and Spanish as measured by the Modern Language Association (MLA) Cooperative Foreign Language Proficiency Tests.

The following research questions are addressed in the study: (1) How do different foreign language program types affect student performance on a standardized language achievement test in terms of total time or intensity of instruction and use or non-use of the foreign language to teach core curriculum subjects? (2) How does variation among schools within a given language program affect performance on the MLA test in terms of (a) articulation or continuity at the individual school level and within the school system, (b) socioeconomic status of students, and (c) number of years of program operation at the individual school level? (3) What is the correlation between self-assessment of language skills and performance on the MLA test? Overall, the results show immersion programs to result in student test performance significantly higher for all skills than FLES programs, and partial immersion programs to result in test performance at a level between total immersion and FLES programs. Policy implications based on the variety of interactions found are discussed. (MSE)

ED 238 269 FL 014 134

Crawford-Lange, Linda M.; Lange, Dale L.
Doing the Unthinkable in the Second-Language Classroom: A Process fo
the Integration of Language and Culture.
PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Competency Based Education; *Cultural Education; *Curriculum Development; *Educational Strategies; *Language Proficiency; Learning Processes; *Second Language Instruction; *Student Motivation

An integrative process combining language instruction with cultura education is described and discussed. The process is integrative in two ways because it relates target and native languages, cultures, and perceptions, and also relates the teaching of culture to the teaching of language. This approach incorporates eight stages; the first five are teacher-directed and the last three are student-directed. They are: (1) identification of a cultural theme; (2) presentation of cultural phenomena; (3) dialogue relating target and native cultures; (4) transition to language learning by discussing language needs discovered through use of the materials; (5) incorporation of language learning and practice; (6) verification of perceptions of the target and native cultures; (7) exercises in cultural awareness; and (8) evaluation of language and cultural proficiency. A sophomore French class's pursuit of "organization of adolescent sports programs" as a theme is given as an example of the progression of stages. Other issues discussed include limitations of the integrative process, models of culture within the language curriculum, integration of culture-learning strategies, the integrative process and global education, and evaluation within this process. (MSE)

ED 238 193 EA 016 293

Haas, Toni J.
A Convergence of Two Cultures in the Implementation of P.L. 94-142.
PUB DATE- 26 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Compliance (Legal); Diagnostic Teaching; Elementary Secondary Education; *Special Education; Special Education Teachers Special Programs; Student Teacher Relationship; *Teacher Attitudes; Teacher Background; Teacher Characteristics; Teacher Morale; *Teacher Role
IDENTIFIERS- *Education for All Handicapped Children Act

The Education for All Handicapped Children Act (PL 94-142) demande basic changes in the practices, purposes, and institutional structures of schools to accommodate handicapped students, but did not adequately address the differences between general and special educators in expectations, training, or assumptions about the functions of schooling and the role of the teacher. This study describes the nature of both the general and special education work force, beginning with reasons that educators enter the field, followed by the way in which their respective training predicts and informs their work with children in schools. General educators' work is predicated on an "industrial production" model, emphasizing strict time schedules, classroom autonomy, and crowd control. Success is measured by group norms, and the objective is to do the best for the most. Special educators, by contrast, are trained on a medical model with a focus on attention to personal needs; they measure success by individual progress relative to each student's starting point, and they depend on the support and cooperation of physicians, therapists, psychologists, and paraprofessionals. Accordingly, PL 94-142 has encountered resistance from general educators on account of perceived threats to classroom autonomy, freedom of choice, and employment security, coupled with inadequate funding and new demands on their time for implementation of the law. (TE)

ED 238 206 EA 016 465

Baltzell, D. Catherine; Dentler, Robert A.
Selecting American School Principals: Research Report.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Jan 83
CONTRACT- 400-80-0017
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Characteristics; Administrator Evaluation; *Administrator Qualifications; Administrators; *Administrator Selection; Affirmative Action; Assessment Centers (Personnel); Educational Administration; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Internship Programs; *Management Development; Personnel Policy; *Principals; Recruitment

A case study was conducted on how principals are selected in American public school districts. Chapters 1-3 describe and evalua conventional selection practices in 10 randomly sampled school districts; these include vacancy announcements, selection criteria applicant pools, screening, and employment decisions. These procedures as currently practiced do not do justice to the importance of the principalship, nor do they manifest any consiste likelihood of attracting or selecting the best qualified candidate Chapter 3, "Pathways to the Principalship," provides case historie of five principals of varying competence, in order to illustrate t vagaries of the selection process from the applicants' perspective Chapters 4 and 5 describe three promising alternative procedures currently in use at five school districts: (1) assessment centers; (2) district operated internships; and (3) "exemplary" common practices. A comparative analysis follows, delineating the differences between the conventional practices and these alternatives. The essential advantages of the latter derive from sequential screening, which provides more objective, reliable, and comprehensive data for assessing applicants, so that appointments are based more on merit than on contingencies. Guidelines are therefore included for developing or revising a principal selectio procedure. A bibliography and an appendix describing the study design and methodology are included. (TE)

ED 238 223 EC 161 139

Zimmerman, Michael; And Others
Access to the Science Laboratory and Classroom.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Accessibility (for Disabled); Communication Disorders *Disabilities; Equipment; Hearing Impairments; Learning Disabilities; Physical Disabilities; Postsecondary Education; *Science Careers; *Science Instruction; Science Laboratories; *Sciences; Secondary Education; Visual Impairments

The fact sheet presents information on science laboratory and classroom access for disabled persons. Suggestions are directed to the high school and postsecondary student, the instructor, and the administrator. Examples are given of disabled scientists, approaches used in various science settings, and disabled students using adapted equipment. Accommodations are listed for students with hearing impairments (such as interpreters, notetakers, visual aids, and decoders), learning disabled students (including textbooks on cassette tape), mobility impaired students (such as portable science stations, adapted safety equipment, and variable height wheelchairs), visually impaired students (including a talking calculator, tactile models, and emphasis on verbal description), and vocally and speech impaired students. The resource section lists and summarizes 29 publications, agencies, and organizations with information on the topic. (CL)

ED 238 239 EC 161 156

Hartman, Rhona C.; Krulwich, Maxine T.

Learning Disabled Adults in Postsecondary Education.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 83
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; College Choice; *College Programs; *Learning Disabilities; Organizations (Groups); *Postsecondary Education; Standardized Tests; Young Adults

Options in postsecondary education for adults and young adults with learning disabilities (LD) are examined. An introductory section considers characteristics of LD that present special problems, including difficulties in reading, writing, spelling, and/or using numerical concepts; distractability; difficulties with understanding or following directions; and clumsiness or poor coordination. Information on higher education for LD students includes descriptions of program options (such as an LD program or the pre-college session) and a review of the types of support services available. In a section intended for LD students, suggestions are offered for locating the appropriate school through reviewing directories, attending conferences, asking questions, and planning ahead. Methods which LD students have found helpful in managing out-of-classroom activities (such as keeping a calendar, writing down directions to parties, and scheduling regular exercise) are noted. Factors to be considered in matters of standardized testing and use of recorded texts are discussed. The fact sheet concludes with names and addresses of selected organizations and self-help groups, a bibliography on the topic, and a list of institutions represented at postsecondary night at the 1983 conference of the Association of Adults and Children with Learning Disabilities. (CL)

ED 238 256 FL 014 113

Workman, Randall H.
Bilingual Education: Meeting the Needs of the Eighties.
National Advisory Council on Bilingual Education, Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 300-83-0142
AVAILABLE FROM- National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 605, Rosslyn, VA 22209
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingual Education; *Educational Needs; Elementary Secondary Education; Ethnic Groups; Federal Legislation; *Financial Support; *Futures (of Society); *Instructional Improvement; Minorit Groups; Program Development; *School Districts; School Role; Technological Advancement

The National Advisory Council on Bilingual Education's seventh annual report outlines the Council's mandate and activities and looks at the current state and future needs of bilingual education in the United States. In a section on program implementation, the report outlines local, state, and federal support efforts, program design and effectiveness, and capacity building. A chapter on program needs addresses the specific needs of American Indian language groups, Alaskan language groups, Puerto Rican language groups, and rural populations, and the general need for public awareness of bilingual education practices and results. Bilingual education as a potential for economic development and legislative direction and reauthorization issues are discussed in separate chapters. Council recommendations are made in each of these areas of concern. The projected directions and general recommendations of the Council are outlined in a concluding section. Specific recommendations for initiatives in policy formation, program development, and research are made to the Office of Bilingual Education and Minority Language Affairs, the Secretary of the Department of Education, and the President of the United States. Appended materials include the Council's charter and the names and addresses of its members as of December 1982. (MSE)

EC

ED 238 207 EC 160 880

Sprague, H. Duncan
A Study of Resource Specialists Who Received Waivers from the Stat
Board of Education During 1981-82.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Di
of Special Education.
PUB DATE- Jul 83
GRANT- 39-3651-Y605-00-82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disabilities; *Resource Room Programs; *State
Standards; *Teacher Certification; Teacher Evaluation
IDENTIFIERS- California

Structured interviews were conducted with 72 teachers to evaluat the policy that waived full certification requirements for resourc specialists serving disabled students in California. The waiver wa allowed to meet the need for resource specialists as required by t California Master Plan for Special Education. The waivers are granted on the condition that (1) resource specialists will comple the full certification requirements as soon as possible; and (2) they will be evaluated on the acceptability of their service. Sixty-one representatives of the specialist's schools were also interviewed. Four of the seven findings revealed that: only 24

percent of the elementary and 56 percent of the high school Ss had colleague resource specialist on campus; 18 Ss had already complet certification and 34 planned to do so soon; 25 felt their experien was their strongest point; and performance ratings by colleague teachers and principals were positive. Staff development needs expressed by waivered and non-waivered resource specialists were n significantly different. Five recommendations are made, including continuation of granting waivers on the same basis; standardizatio of resource specialist training programs; and inclusion of instructional aide time as an integral part of the program. (CL)

ED 238 224 EC 161 140

Winter, A.; Wright, E. N.
A Follow-Up of Pupils Who Entered Learning Disabilities Self-Contained Classes in 1981-1982: Research Service #171.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-173-X
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Attention; Followup Studies;

*Learning Disabilities; *Teaching Methods; *Teaching Styles

A six item open-ended questionnaire was developed and administered to teachers of 255 students in self-contained classes for the learning disabled in an effort to examine pupil progress and corresponding teaching methods. Comparison with previous teacher reports was used to describe pupils' academic progress in reading, mathematics, and spelling. Significant gains were noted in each area. Behavioral improvements in distractibility were observed for over one-half of the pupils. In response to a question about their most commonly used teaching style, teachers revealed a variety of approaches, with the most frequently cited involving some form of individualization. Examination of teaching approaches and their relationship to changes in reading, mathematics, and distractibility revealed a connection between reading improvement and emphasis on styles involving motor development and auditory/visual/kinesthetic approaches as well as such administrative and organizational strategies as grouping and instruction in small steps. Improvement in distractibility was linked to styles in which teachers reported emphasis on sensory and other specific skills as well as on individualization. (CL)

ED 238 225 EC 161 141

Sorrells, Susan J.; And Others
Making the Most of Your Opportunities!
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 81
CONTRACT- 300-80-0857

ED 238 240 EC 161 157

Haznedar, Binnur Koklu; Chissom, Brad S.
Use of the D-48 Test to Identify Gifted Disadvantaged Third- and Fourth-Grade Elementary School Children.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Culture Fair Tests; Elementary Education; *Gifted Disadvantaged; Grade 3; Grade 4; *Intelligence Tests; *Screening Tests; *Talent Identification
IDENTIFIERS- D 48; Piagetian Tasks; Standard Progressive Matrices; Stanford Binet Intelligence Scale

The D-48 Test, a nonverbal intelligence test, was administered to 239 third and fourth graders identified as culturally disadvantaged. Four of 124 third graders and 13 of 115 fourth graders were selected as gifted by the D-48 Test according to standards established through a preliminary investigation. The Standard Progressive Matrices (SPM), Piagetian Assessment Tasks (PAT), and the Stanford Binet Intelligence Test (SBIT) were then administered to the children who had been identified as gifted by the D-48 Test. Results indicated that all children identified as gifted by the D-48 Test were also identified by PAT. All third graders and 76.9% of the fourth graders were also identified as gifted by SPM. However, only 50% of the third graders and 7.6% of the fourth graders were chosen as gifted by SBIT. Results supported the anticipated outcome that the SBIT would not be useful in selecting disadvantaged gifted children. The D-48 Test, on the other hand, appeared to represent a viable screening instrument for identifying disadvantaged gifted children. (Author/CL)

ED 238 283 FL 014 148

Wilkins, Wynona H.
The Foreign Language Newsletter: Function, Value, and Techniques.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 13
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Editing; Guides; Interpersonal Communication; *Interprofessional Relationship; *Language Teachers; *Newsletters; Peer Relationship; *Professional Development; *Second Language Instruction

The newsletter's function for foreign language teachers and administrators is as a cohesive force for readers within a geographic or language area, discussing their concerns, bringing timely items, and serving as a forum for political information and action. Newsletters take many forms. The objectives, contents, and production must be specifically determined and constantly reviewed and revised. The contents should include materials appealing to teachers at all levels, with considerable space devoted to classroo techniques and instructional improvement suggestions, news items, resources, local and regional events, and discussion of national issues and developments affecting the profession. Broad coverage is preferable to very narrow coverage. Plagiarism must be avoided, and editorial comment is optional. Illustrations depend on the taste of the editor and staff, and the choice for or against advertisements must be made by the editor and advisory body. Attractiveness of presentation is important, and a specific, consistent format is preferable. Finances will determine the length, frequency, and format, and costs of mailing are an important consideration. Maintaining a mailing list may present difficulties, but organization by category can be helpful. (MSE)

ED 238 284 FL 014 149

Di Pietro, Robert J.
The Element of Drama in Strategic Interaction.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Class Activities; Classroom Techniques; Difficulty Level; *Drama; Grading; Interaction; *Interpersonal Communication; Language Proficiency; Nonverbal Communication; *Retention (Psychology); *Role Playing; *Second Language Instruction
IDENTIFIERS- Foreign Service Institute DC

The strategic interaction method is based on the principle that dramatic tension is the essential ingredient in second language learning, but unlike the drama built on audience spectatorship, classroom drama builds within each student involved in the interaction. Students take scenarios, thematically cohesive events, and create their own dialog as they go along. There are at least two interacting roles in each scenario (for instance, a hotel clerk and guest). Students rehearse the scenario in groups, with the teacher acting as consultant and coach. One student from each group is then selected for each role. A post-performance debriefing allows discussion of the dialog generated. Subsequent performance by another group may produce an altogether different dialog. Several issues in second language acquisition emerge from this method: Can interactions be graded in degrees of complexity? What relationship exists between gestural and verbal communication? and Is there a correlation between success in dramatic interaction and the Foreign Service Institute's proficiency levels? (MSE)

ED 238 285 FL 014 150

Reschke, Claus
Proficiency-Based Foreign Language Teacher Certification: The Texas Project.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Competency Based Teacher Education; Federal Aid; French; German; Higher Education; Interviews; *Language Teachers; Policy Formation; Program Descriptions; Public Policy; Questioning Techniques; Secondary School Teachers; *Second Language Instructio Spanish; State Standards; Statewide Planning; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- American Council on the Teaching of Foreign Langs; *Or Proficiency Testing; *Texas

A federally-funded three-year project is described that was undertaken by the American Council on the Teaching of Foreign Languages to train a group of Texas-based college level foreign language educators in French, German, and Spanish to serve as oral proficiency interviewers and evaluators of all applicants for a Texas state teaching certificate in foreign language education beginning in 1986. The project came about as the state was redefining the desired secondary school proficiency levels in 12 curriculum areas and mandating a field-specific proficiency-based exit examination for teacher education programs in the state. The four primary goals of the project are to: (1) familiarize foreign language teachers and students with the upcoming state-mandated changes in certification and in graduation requirements for both teachers and high school students; (2) train adequate numbers of oral proficiency interviewers in the three languages; (3) pilot test, with volunteers, entering and graduating teacher education majors in the three languages to establish their oral proficiency levels; and (4) provide legislators and other state officials with information on which to base state standards. (MSE)

ED 238 298 FL 014 164

Ehrman, Madeline E.
Japanese for Foreign Affairs Purposes.
PUB DATE- 13 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Communicative Competence (Languages)
Course Content; Daily Living Skills; Educational Objectives;
*Instructional Materials; *International Relations; *Japanese;
Language Skills; *Professional Training; Relevance (Education);
*Second Language Instruction
IDENTIFIERS- *Foreign Service Institute DC

The Foreign Service Institute's (FSI) curriculum for diplomatic personnel and their families going to live in Japan has focuses on two areas: (1) communicative functions, with heavy emphasis on conversation management, and (2) techniques for developing the language after leaving FSI. Efforts are also being made to increase the amount of comprehensible input in the program. Adaptation of the syllabus has had five goals: (1) relevance to work and life in Japan; (2) student awareness of the functional dimension of the underlying structure in Japanese; (3) use of the comprehension advantage (generally greater comprehension than output); (4) increase in genuinely communicative practice; and (5) a foundation for continued learning. Five kinds of activities were included in the syllabus adaptation: functional description, direct practice of functions, situational practice, introduction of cultural content, and over-the-head materials (unrestricted in structures and vocabulary) for listening and reading. Issues yet unresolved in the adaptation include whether to use traditional texts and supplement them heavily or write another text, the limitations of training in functional awareness, the need for more comprehensible input, communication versus accuracy, and increased student responsibility for learning. (MSE)

ED 238 312 HE 016 832

LaPlante, Josephine M.; Durham, Taylor R.
An Introduction to Benefit-Cost Analysis for Evaluating Public
Expenditure Alternatives. Learning Packages in the Policy Sciences,
PS-22.
Policy Studies Associates, Croton-on-Hudson, NY.
REPORT NO.- ISBN-0-936826-17-7
PUB DATE- 83
AVAILABLE FROM- Policy Studies Associates, P.O. Box 337,
Croton-on-Hudson, NY 10520 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Budgeting; *Cost Effectiveness; Courses; *Decision
Making; Economic Factors; *Evaluation Methods; *Expenditures;
Government Role; Higher Education; *Public Policy; Questionnaires;
Resource Allocation

A revised edition of PS-14, "An Introduction to Benefit-Cost Analysis for Evaluating Public Programs," presents concepts and techniques of benefit-cost analysis as tools that can be used to assist in deciding between alternatives. The goals of the new edition include teaching students to think about the possible benefits and costs of each alternative; to define what they foresee as program outputs and to consider possible undesirable consequences; and to recognize the trade-offs that are implicit in all decisions. Topics of the eight modules (16 exercises) include the following: classifying direct vs. indirect benefits, as well as tangibles vs. intangibles; pecuniary or price effects; the business model of benefit-costs analysis; business as a model for government decisions; supply and demand in the market for goods; challenges fo valuation presented by government programs; the comparison of costs and benefits that occur at different times; shadow pricing; double-counting, and benefits valued as net savings. Everyday examples are used to present what are frequently difficult concepts and relationships for the student with little background in economics. A sample student evaluation form is appended. (Author/SW

ED 238 326 HE 016 853

Bohning, Gerry
A Recommended Model for Faculty Exchange Among Southeast Florida Educational Consortium Institutions. A Report to the Board of Directors.
Southeast Florida Educational Consortium, Miami.
PUB DATE- Oct 83
AVAILABLE FROM- Southeast Florida Educational Consortium, 11011 S. W. 104 Street, Miami, FL 33176.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Consortia; Contracts; *Geographic Regions; Higher Education; Models; Program Administration; *Program Development; *Teacher Exchange Programs
IDENTIFIERS- *Southeast Florida Educational Consortium

A project to develop a faculty exchange model for Southeast Florida Educational Consortium (SFEC) institutions is described, and project materials are provided. The following project activities are described: collecting information about existing faculty exchange arrangements; identifying benefits and concerns associated with these arrangements; interviewing administrative representatives from cooperating SFEC institutions to identify promising exchange arrangements for each institution; developing guidelines for a faculty exchange model from the interview information and from a literature review; and recommending a faculty exchange model. Steps to accomplish the following objectives of a exchange program are specified: arranging an exchange agreement, establishing an exchange communication network, selecting exchange arrangements, developing general exchange procedures, circulating exchange information, and continuing evaluation procedures. Appendices include a bibliography, interview materials, summaries of interviews, a faculty exchange agreement, a faculty exchange interest survey, a sample agreement for direct faculty exchange, information on procedures for reduced workload faculty exchange and for overtime workload faculty exchange, and a sample contract for services for an exchange of a faculty member and/or an administrator. (SW)

ED 238 340 HE 016 868

Clark, Sheldon B.
Relationships among State Appropriations, Tuition and Fees, and Enrollment: Paying the Price for Paying the Bills?
PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Budgets; Comparative Analysis; *Enrollment Trends; Fees; Graduate Students; Higher Education; *In State Students; *Out of State Students; *Resource Allocation; *State Aid; *Tuition; Undergraduate Students
IDENTIFIERS- Peer Institutions; United States (South)

The relationships among state appropriations to colleges, tuition and fees, and enrollment were studied at comparable institutions in 15 southern states. The 1982-1983 tuition and fees structures were assessed for institutions belonging to the Southern University Group. Changes in enrollment and tuition at both the graduate and undergraduate levels during the 5-year period from 1978-1979 through 1982-1983 were also evaluated, and comparisons were made using percentages and rank-orderings of percent changes. Findings include the following: for both graduate and undergraduate students, large increases in out-of-state tuition tended to be associated with large decreases in out-of-state enrollment; in-state enrollment was less sensitive to changes in tuition than was out-of-state enrollment; large increases (or decreases) in in-state enrollment was not systematically paired with large increases (or decreases) in out-of-state enrollment. Data are included on 1982-1983 academic year tuitions for resident/nonresident undergraduate, graduate, and law students, along with changes in in-state and out-of-state undergraduate and graduate tuition and enrollment for 1978-1979 and 1982-1983. Data on nonresident surcharges in dollars and as a percentage of the applicable resident fee are also provided. (SW)

ED 238 355 HE 016 893

Walters, Patrick T.
Correlates of Physician's Assistant Performance.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Allied Health Occupations; Aptitude Tests; *Certification; Grade Point Average; Higher Education; *Occupational Tests; *Physicians Assistants; *Predictor Variables; Scores
IDENTIFIERS- Licensing Examinations; National Certifying Exam Physicians Assistants

Variables that correlate with scores on the National Certifying Examination (NCE) for Physician's Assistants (PAs) were investigated. It is noted that NCE scores represent professional entry-level performance for PAs and that identification of variables related to PA performance may promote the development of standardized selection criteria. The following variables were assessed: science grade point average, nonscience grade point average, overall grade point average, Scholastic Aptitude Test-Math, and Scholastic Aptitude Test-Verbal. NCE scores that were assessed were as follows: multiple choice questions, patient management problems--data gathering, patient management problems--management and therapy, clinical skills problems, and composite. The study sample consisted of 59 graduates of the Physician's Assistant Program of the Medical College of Georgia. No significant correlations were found between the independent variables and the NCE scores. An extensive review of studies concerning the prediction of success of applicants to allied health education programs as well as medical school and professional programs is included. (SW)

ED 238 396 IR 010 917

Downs, A. Chris; Harrison, Sheila K.
Physical Attractiveness Stereotyping on American Television Programs: A Content Analysis.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Commercial Television; *Mass Media Effects; Physical Characteristics; *Programing (Broadcast); Sex Role; *Stereotypes; *Television Commercials; Television Research; Television Viewing
IDENTIFIERS- *Physical Attractiveness

The frequencies of specific types of verbal attractiveness stereotypes portrayed on television commercials and regular programs were determined in two studies. In the first, the 4,294 commercials aired between 8 and 10 p.m. on the 3 major networks were observed during a 7-day period in the spring of 1982. Statements related to attractiveness were recorded and coded according to nine categories: beauty, average, ugly, young, old, weight, figure, look/style, and bright. Results indicated that when all categories were combined, 25.6* of all commercials contained at least one of the attractiveness categories. Female performers and male voiceovers were far more likely to make the statements exhibiting the attractiveness categories than male performers and female voiceovers. In the second study, which focused on 150 weekly television programs, an average of 2.4 statements per hour were recorded that exhibited the attractiveness categories. Across all programming, agents of the statements were usually males, recipients of the statements were more often female than male performers, and the statements more often referred to women. Implications are that television is acting as a powerful promoter of attractiveness stereotypes. Tables show the coding system categories with examples and provide detailed study results. (LMM)

ED 238 299 FL 014 165

Herzog, Martha; Shaw, Victor
An Indirect Test of Oral Proficiency.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; Arabic; Audiotape Recordings; Classification; Class Size; Difficulty Level; French; German; Interviews; Korean; *Language Proficiency; *Language Tests; *Oral Language; Polish; *Questioning Techniques; Rating Scales; Role Playing; Russian; Scoring; *Second Language Instruction; Serbocroatian; Speech Skills; *Test Construction; Testing; Test Validity
IDENTIFIERS- Defense Language Institute CA

The development of an indirect oral proficiency test for foreign languages by the Defense Language Institute is described. The technique uses taped questions to elicit answers, also taped, that are evaluated according to the Foreign Service Institute's oral proficiency rating scale of 0 to 5. Tape recordings are used because of the large numbers of individuals tested, and questions are carefully phrased to elicit relevant language and compensate when possible for the lack of interviewer-student interaction. The test covers proficiency to Level 3, beyond which point students are tested individually. Eighteen questions are included. Nine (three at each level) are informational, with response times varying with the difficulty of the linguistic task. Six role-playing situations (two at each level) are presented, with reasonable complications built in to elicit as much language as possible. These questions have been found to be valid despite their limitations. The remaining questions are devoted to the use of pictures to produce language at all levels, counter typical avoidance of certain language features, and extend the language sample. The test takes about 45 minutes, and the examinee moves from Level 1 to 3 through the three alternating formats. It has been developed for use in Russian, Korean, Modern Standard Arabic, Polish, French, German, and Serbo-Croatian, and validated in Russian and Korean. (MSE)

ED 238 313 HE 016 834

Ellis, Susanne D.
Employment Survey 1982. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-282.6
PUB DATE- Oct 83
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Astronomy; Bachelors Degrees; *College Graduates; Degrees (Academic); Doctoral Degrees; Education Work Relationship; *Employment Opportunities; Employment Patterns; Employment Statistics; Fellowships; Graduate Surveys; Higher Education; Majors (Students); Masters Degrees; *Physics; Postdoctoral Education; *Scientists; Vocational Followup

The employment status of 1981-1982 degree recipients in physics an astronomy was surveyed. Information is presented on changes in occupational status of physics and astronomy degree recipients which occurred between the summer of 1982 and the following winter. The characteristics of graduates of both fields who were employed full-time or undertaking postdoctoral studies are compared in relation to sex, age, citizenship, type of research, and major subfields. Additionally, major subfields of physics dissertations and those of physicists' initial employment are compared. The length of postdoctoral fellowships for 1981-1982 degree recipients is considered in relation to citizenship, selected subfields, and postdoctoral plan. The characteristics of physics masters and bachelors that influence the time required to secure employment and data on employers of new doctoral physicists are provided. Finally, information on the employment of astronomy bachelors is included. Findings include the following: fewer doctoral physicists secured potentially permanent employment within a 2-month period; physics bachelors on the West Coast required less time to secure initial employment than those from other regions; and compared with the previous year, the proportion of graduates who accepted 1-year postdoctoral fellowships increased from 28 to 43 percent. (SW)

ED 238 327 HE 016 854

Universities, Public Priorities, and the Future of Ontario. A Brief to the Standing Committee on Social Development of the Legislature of Ontario. Publication No. 83-9.

Council of Ontario Universities, Toronto.

REPORT NO.- ISBN-0-88799-173-4
PUB DATE- Sep 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Budgeting; Capital Outlay (for Fixed Assets); Educational Demand; Educational Finance; Enrollment Trends; Expenditure Per Student; *Financial Policy; Financial Support; Foreign Countries; Higher Education; *Operating Expenses; Public Policy; Research; Resource Allocation; *State Aid; *Tuition; *Universities
IDENTIFIERS- Canada; *Deficit Spending; *Ontario

This brief was submitted to the Standing Committee on Social Development of the Ontario Legislature in connection with Bill 42, which is intended to limit university deficits. The following concerns are examined: current university funding levels in relation to enrollment and student demand, research responsibilities, tuition fee levels, and capital requirements for teaching and research equipment and for renovations and alterations. The recent history of the funding of universities in Ontario is reviewed, and attention is directed to a fundamental issue of public policy: how to bring the financial resources provided the universities into accord with the educational mandate they have been given. Highlights include the following: Ontario university enrollment is at an all-time high, and an increased participation rate may keep it high through the 1980s; Ontario ranks last among the provinces in its operating grants per student; and Ontario university tuition fees, set by the government, are among the highest in Canada but represent only about 15 percent of university revenues. For each of the findings, policy issues are addressed. (SW)

ED 238 341 HE 016 869

Litten, Larry H.; And Others
Applying Market Research in College Admissions.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- College Board Publication Orders, Box 886, Seventh Avenue, New York, NY 10101 ($15.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; *College Admission; College Applicants;

*Enrollment Influences; Higher Education; Institutional Research; *Marketing; Needs Assessment; Program Development; Questionnaires; *Research Needs; *Student Recruitment
IDENTIFIERS- *Carleton College MN; Colorado (Boulder); Colorado (Denver); District of Columbia; *Market Research; Maryland (Baltimore); Minnesota (Twin Cities); Texas (Dallas); Texas (Fort Worth)

An analysis of higher education marketing examines a case study of a college's market research program, a series of market research projects, and a major study of students and parents in six metropolitan areas (the Six-Market Study). After introducing marketing concepts and strategies, the nature of higher education marketing is considered. The evolution of Carleton College's (Minnesota) market research program is described, along with the Carleton College and College Board Six-Market Study. Attention is also directed to how to measure what people want in a college, as well as research findings about desires and preferences and the phenomena that influence them. The Market Attractiveness Index is demonstrated, and approaches to understanding a primary market (the Twin Cities Market) are examined. Additionally, a consortial perspective and three distinctive markets (Baltimore/District of Columbia, Dallas/Ft. Worth, and Denver/Boulder) are explored, with additional, detailed analyses of the Denver/Boulder market. Finally, the development and implementation of a market research agenda are discussed. Appendices include: a glossary of marketing and market research concepts; a brochure, applicant forms, and candidate reply forms for Carleton College; the Six-Market Study questionnaire; and information on the market research studies. (SW)

ED 238 356   HE 016 894

Topor, Robert
Marketing Higher Education: A Practical Guide.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-213-6
PUB DATE- 83
AVAILABLE FROM- Council for Advancement and Support of Education, Orders Department, 80 S. Early Street, Arlington, VA 22304 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Case Studies; Communications; Educational Demand; *Fund Raising; *Higher Education; *Institutional Advancement; Institutional Research; *Marketing; *Needs Assessment; Publicity; Re[illegible]ation; *Student Recruitment; Surveys

The application of basic marketing techniques to achieve the goals of colleges and universities is discussed. The guide is designed to help administrators and admission officers influence the image projected by their institutions. Attention is also directed to how to position an institution among its competitors, how to develop activities and communications to meet customer needs, and how to plan marketing strategies for different program audiences. Marketing techniques can be applied to students, clients, supporters, influential constituents, alumni, foundations, faculty, staff, and corporate support. Image perception, segmenting target audiences, defining institutional mission, and trademarks are also covered, along with the following marketing strategies: product strategy, place or distribution strategy, promotional strategy, and pricing strategy. Case studies illustrate how institutions apply marketing techniques, and questions in each chapter help readers assess the strengths and weaknesses of their current marketing strategies. A chapter on market research by Cletis G. Pride and Joseph S. Fowler outlines the steps for conducting effective surveys of audience attitudes toward the institution. (SW)

ED 238 397 IR 010 919

Cole, Michael; And Others

Proceedings of the Conference on Joint Problem Solving and Microcomputers (San Diego, California, March 31 - April 2, 1983). Technical Report No. 1.

California Univ., San Diego. Center for Human Information Processing

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel an
Training Research Programs Office.
REPORT NO.- LCHC-08-01
PUB DATE- 1 Aug 83
GRANT- N00014-83-G-0048
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Artificial Intelligence; *Cognitive Processes; *Cooperation; Design Requirements; *Man Machine Systems; *Microcomputers; *Models; *Problem Solving; Programing; Social Behavior; Teaching Methods; Theories

A group of American and Japanese psychologists, anthropologists, linguists, and computer scientists gathered at the University of California, San Diego, to exchange ideas on models of joint problem solving and their special relevance to the design and implementation of computer-based systems of instruction. Much of the discussion focused on microcomputers as instruments for organizing instruction. This report provides summaries of each of the following presentations and the discussions that they generated: "Joint Problem Solving in Functional Writing Environments," James Levin and Margaret Riel; "Modeling Cognitive Strategies with a Talking Microcomputer," W. Patrick Dickson; "Goal-Formation between Users and Computers," Mary Riley; "Quasi-Understanding Induced by Verbal Instruction," Naomi Miyake; "Developing an Automated Tutor for Radar Navigation," Edwin Hutchins; "How to Teach Somebody Something They Don't Already Know," Denis Newman and Andrea Petitto; "Programming in the Classroom: Ideals and Reality," Jan Hawkins and Karen Sheingold; "A Computer Game Environment for the Study of Stress and Performance," Yoshiro Miyata; "Controlling the Relations between Rule Statements and Piagetian Problem Environments," Laura Martin; "Buggy and Beyond," Kurt VanLehn (concerns tools for building computational theories of cognition); "Prescribing Effective Problem Solving Procedures," Joan Heller; "Joint Solving of Physics Problems by College Students," Yutaka Sayeki; "Appropriating an Expert's Understanding," Peg Griffin; "The Nature of the 'Joint' in Joint Problem Solving," Ray McDermott; "Microcomputer Networks and Presuppositions about Modes of Communication," Ron Scollon; and "Collective Scientific Discovery by Day Care Children," Giyoo Hatano and Kayoko Inagaki. A summary of main issues and two references conclude the proceedings. (LMM)

ED 238 369 HE 016 908

Back, Par-Erik; Lane, Jan-Erik
The University as an Organisation: System and Environment. Swedish

Research on Higher Education, 1983:2.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

PUB DATE- 26 Oct 83
AVAILABLE FROM- National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bureaucracy; *Decision Making; *Educational Change; Foreign Countries; *Higher Education; *Organizational Development; *Public Policy; *School Organization
IDENTIFIERS- *Sweden

To analyze organizational development of Swedish universities and colleges, decision theory and implementation theory were examined. Attention was directed to the following models of decision-making: the demographic model, the incremental model, the garbage-can model, and the political model. The focus was on system decision-making, and empirical inquiry sought to discover the extent of rationality and marginalism that was typical of the decision-making. A distinction between two ways of approaching implementation phenomena was made: implementation as the enactment of policy and implementation as the evaluation of policy. The empirical analysis focused on the extent to which goals were reached. The results seem to indicate that essential aspects of higher education institutions may be changed by public policy. It is concluded that there are aspects of higher education where reform is possible and desirable as a response to a changing environment. Data analysis also indicate, however, that there are some aspects of higher education where reforms are neither feasible nor desirable. The continuous process of public policy directed toward organizational development results in bureaucratization. Theoretical implications of the findings are also addressed. (SW)

ED 238 383 HE 016 924

Galbraith, Michael W.
The Older Employee as a Concern of Staff Developers.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Attitudes; *Age Discrimination; Aging (Individuals); Economic Factors; Federal Legislation; *Higher Education; *Labor Utilization; *Older Adults; *Personnel Policy; Population Trends; School Personnel; *Staff Development; Stereotypes

Staff development concerns pertaining to older employees (65 years old or older) and implications for higher education are discussed. The demographic trends of this population and factors affecting labor force participation are considered, along with barriers for the older adult, and possible solutions. Factors affecting older employees' participation in the labor force include changes in the social security system, demographic shifts in the age distribution of the population, continued inflation, and age discrimination legislation. Stereotypes about the job performance of older workers and current retirement policies are also addressed. It is suggested that the older worker is an important resource in the nation's labor force, but they have not been given proper consideration. Staff development professionals can help change the situation by understanding the abilities and needs of the older worker and through: involvement with advocacy groups and organizations that represent the older person; counseling, referral, training, and placement of older workers; and working to develop retirement policies that encourage older worker employment. An attitudinal change among administrators toward older workers is important to eliminate barriers to career planning for the older worker. (SW)

ED 238 368 HE 016 907

Thomson, Gregg E.
Survey of Spring 1982 Graduating Seniors in the College of Engineering, University of California, Berkeley.
California Univ., Berkeley, Office of Student Research.
PUB DATE- May 83
AVAILABLE FROM- University of California, Office of Student Research, Berkeley, CA 94720.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Advising; Bachelors Degrees; *College Seniors; *Computer Science; *Engineering Education; Higher Education; Institutional Research; Majors (Students); Questionnaires; *Specialization; *Student Attitudes; *Undergraduate Study
IDENTIFIERS- *University of California Berkeley

Opinions and experiences of college seniors majoring in engineering at the University of California, Berkeley, were studied in spring 1982. Specific attention was focused on the unequal distribution of interest in the various engineering programs. Data were analyzed by program, year of entry, and commitment to engineering in general and/or one's specific program. Responses to the questionnaire, which is appended, were received from 79 students in electrical engineering and computer science, 49 in mechanical engineering, 25 in civil engineering, 12 in engineering science, 11 in industrial engineering and operations research and 12 in other programs. Findings include the following: students across all programs viewed the employment prospects for students in electrical engineering and computer science as being excellent (and generally better than those in other programs); nearly three of every four students in computer science suggested that their enrollment in engineering was contingent on being in computer science itself; almost 90 percent of the sample of graduating seniors reported that they were satisfied with their education in engineering and with their specific program as well; and only half of the seniors expressed satisfaction with the faculty advising they received. (Author/SW)

ED 238 382 HE 016 922

Financial Responsibilities of Governing Boards of Colleges and Universities.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-915164-06-X
PUB DATE- 79
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 410, Washington, DC 20036 ($24.95, nonmembers; $13.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; Board Administrator Relationship; *Budgeting; Capital Outlay (for Fixed Assets); *College Administration; College Faculty; *Financial Policy; Financial Support; *Governing Boards; Higher Education; Institutional Characteristics; *Operating Expenses; Purchasing; *Reports; School Accounting; School Maintenance; School Personnel; Trustees

A reference manual on financial activities of a college or university and the interactive role of the governing board is presented for board members and institutional officers who provide information to the board. Financial data related to a fictitious hybrid university are included. After identifying three broad kinds of financial information (routine and periodic financial reports, presentations requiring board discussion, and background reports), the following concerns are addressed: the college's overall condition and institutional direction, and external influences. Potential sources of funds and policy issues are considered, along with planning and budgeting concepts needed for a financial strategy. In addition, financial policy issues are discussed concerning faculty and staff, purchasing, maintenance of capital assets, energy, long-term and working capital, fund accounting, and implementing a reporting system. Questions concerning each topic are included. The following types of reports are covered: annual state of the institution, long-range plans and budgets, operating reports, results of operations, and external auditor's report. Sample financial statements, a glossary, and a 36-item bibliography are included. (SW)

ED 238 410 IR 010 932

Leger, Guy
The Challenge of Computers.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Futures (of Society); *Microcomputers; Program Implementation; Teacher Attitudes; *Teacher Role; Teaching Methods; *Technological Advancement; Values
IDENTIFIERS- *Computer Uses in Education

Computers may change teachers' lifestyles, teaching styles, and perhaps even their personal values. A brief survey of the history of computers demonstrates the incredible pace at which computer technology is moving ahead. The cost and size of microchips will continue to decline dramatically over the next 20 years, while the capability and variety of use will continue to grow unabated. There are three basic challenges for teachers with regard to computers. First, they must learn as much as possible in this new and growing field. Second, they must open the way for students to effectively learn to utilize this technology, and finally, they must teach students to use microcomputers wisely. Computer uses in education can be categorized as computer assisted instruction, computer literacy, or computer science. In using the computer, difficulties to overcome include providing sufficient hardware, appropriate software and adequate teacher training; changes in the curriculum; and the need for supportive school trustees and administrators. As changes occur, greater attention will have to be given to social and personal values. Predictions concerning the future are difficult to make; however, the potential influences and implications of the new technologies and computers in society do raise a series of difficult questions. (LMM)

ED 238 411 IR 010 933

Wright, Benjamin D.; Store, Mark H.
Measurement as an Instrument of Learning. Final Report.
Chicago Univ., Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jan 83
GRANT- NIE-G-81-0107
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computer Programs; Elementary Education; Interviews; *Microcomputers; *Program Implementation; Questionnaires; *School Districts; *Teacher Attitudes; Use Studies
IDENTIFIERS- *Computer Uses in Education; Illinois (Chicago)

This report summarizes a study on the impact of the introduction of microcomputers into the instructional programs of two elementary school districts in suburban Chicago that included an examination of teacher attitudes and feelings related to microcomputers. It describes the districts and the kinds of hardware and software they use and contrasts their implementation plans, noting that one plan viewed microcomputers as assisting in the total educational program through computer assisted instruction, while the other viewed computer literacy and programing skills as the sole purpose for using microcomputers. The design of the questionnaire and the type of information sought are described, and the statistical analysis is reported for the following issues: demographics, microcomputer experience, what teachers think about microcomputers, how teachers feel about microcomputers, what teachers wish from microcomputers, the consequences of exposure to microcomputers, and how such exposure changes what teachers think and influences their feelings and wishes. Results of interviews with district personnel are provided as well as a summary of questionnaire comments. Conclusions address the implications of these data for the introduction of microcomputers into the educational process. Twenty-four references are listed, and the questionnaire and its cross tabulation and factor analysis are appended. (LMM)

ED 238 426 IR 020 058

A Computer in the Classroom.
Lincoln Unified School District, Stockton, Calif.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Support; *Computers; Demonstration Programs; Elementary Education; *Fund Raising; *Microcomputers; Parent Participation; *Parent Teacher Cooperation; Private Financial Support; Program Descriptions; *School Business Relationship
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: A group of seven people, four parents, two teachers and a school principal, launched a program to provide a computer in every classroom. After considerable reading and discussion, the group which had grown to include the P.T.A. Executive Board, two-thirds of the staff of this K-6 elementary school in a middle-class neighborhood, decided to buy Apple computers because of the availability of software for education. We had paper drives, two Halloween candy sales, aluminum can drives, direct solicitation of parents, solicitation of companies and businesses and several other fund drives. Several businesses gave special days for our P.T.A. and we received 50% of their profit over and above their normal amount. We have a P.T.A. vice-president who took on the leadership of this project. We basically clarified our goal, acquired a working knowledge base and sold the program with gusto. We have raised over $40,000.00 in the past two years, with approximately $25,000.00 for hardware and software. We also acquired a $2,500.00 grant from Region 7 TEC Center for inservice training for teachers last spring. This year we are asking our P.T.A. for another $2,500.00 for inservice training since teacher expertise is the significant variable in our program. The unstinting support of teachers by the P.T.A. has virtually all of the teachers enthusiastic about computers in education. We are building our software library and continue to stress teacher inservice and support. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 238 425 IR 020 055

Homework Assistance Network.
Irvine Unified School District, Calif.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cable Television; Community Involvement; *Cross Age Teaching; Demonstration Programs; Elementary School Students; High Schools; *Homework; Program Descriptions; School Community Relationship; Secondary School Students; *Student Volunteers
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: High school honor students in Irvine volunteer their services to help children with homework on cable television. Funded by a grant from the California State Department of Education, the Irvine Unified School District inaugurated this service in February, 1983. An enthusiastic response from students, parents and teachers indicates broad community acceptance of a high quality service program for students. Hundreds of cable TV subscribers in Irvine, Newport Beach and Tustin tune in Monday through Thursday afternoons both to view and to participate in the Homework Assistance Program. The "performers" are students recruited from service clubs in Irvine high schools. These volunteers diagram sentences, conjugate verbs, demonstrate long division, and complete chemistry, physics, algebra and calculus problems "on the air." Community viewers become active participants with a simple phone call to the school district. The homework service averages 50-100 calls each night. Students from the Irvine schools, other Orange County public and private schools and even universities use the service. It is apparent that this project benefits the community of Irvine and its neighbors enormously. It gives valuable homework assistance to hundreds of school children and pleasant, informative viewing to residents of all ages. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 238 300 FL 014 168

Carver, Peter; Howard, Joan
Let's Go Riding in the Car. An ESL/Geography Module. Teacher's Guid
and Student Booklet.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN 0-7744-0268-7
PUB DATE- 83
AVAILABLE FROM- Publications Sales, Ontario Institute for Studies i
Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada
($9.95 for teacher's guide).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique
(For Practitioners) - Classroom Use - Instructional Materials (For

Learners) (051)
DESCRIPTIONS- Advanced Courses; *Advertising; Costs; Cultural
Education; Efficiency; *English (Second Language); Foreign
Countries; Fuels; *Geography; Instructional Materials; Learning
Modules; Listening Comprehension; *Motor Vehicles; *Opinions;
*Reading Comprehension; Secondary Education; Second Language
Instruction; Social Studies; Study Skills; Teaching Guides;
Transportation; *Visual Aids
IDENTIFIERS- *Canada

The teacher's guide to a set of instructional materials for an English as a second language unit on automobiles as a form of transportation focuses on the history of the auto's development, importance to the Canadian economy, and impact on the lives of Canadians. The target audience is secondary students at intermediat and advanced English levels. Suggested activities are intended to improve a variety of language skills, but emphasize reading comprehension. They include reading for explicit information and fo inference, reading information from graphic sources such as charts and graphs, distinguishing facts and opinions, using pronoun referents for text cohesion, developing listening comprehension skills, and individual study and research. One section of the manua addresses instruction of reading for different purposes: understanding words, meaning, discourse, and directed reading and reading from a table. Another section discusses the teaching of facts and opinions: stating them, forming opinions from taped statements and photographs, and an individual project to study a local road development project and its impact on the community. A third section looks at classified ads for cars and related issues: fuel efficiency, persuasion in advertising, costs of owning a car, and a humorous article about a car. A key to student worksheets is included. (MSE)

ED 238 314 HE 016 839

Johnson, Davis G.
Physicians in the Making: Personal, Academic, and Socioeconomic Characteristics of Medical Students from 1950 to 2000.
Association of American Medical Colleges, Washington, D. C.

REPORT NO.- ISBN-0-87589-577-8
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Ability; Admission Criteria; Ancillary School Services; College Applicants; Delphi Technique; *Educational History; Enrollment Trends; Females; Futures (of Society); Higher Education; Labor Supply; Medical Education; *Medical Students; Minority Groups; Occupational Aspiration; *Prediction; Socioeconomi Background; *Student Characteristics; Student Costs; Student Financial Aid; Student Organizations

The changing characteristics of past, present, and future U.S. medical students are examined, and suggestions are offered for the selection and education of future medical students. In addition to summarizing historical events from 1930 to 1982, the future characteristics of medical students through the year 2000 are addressed, based on the results of a Delphi survey. Over 200 knowledgeable individuals rated the likelihood and desirability of 98 predictions about medical students and medical education. Data are included on past trends and forecasts of future developments in the number, academic ability, and diversity of applicants to the first-year class. Similar information is provided about four major categories of applicants for admission to advanced standing. The process of screening and selection of first-year and transfer applicants and trends in medical student retention rates are also covered. Additional topics include the characteristics of those who successfully graduate and trends in their preliminary career choices of specialty and geographical location, women and minority groups i medicine, educational costs and diminishing financial aid, premedical and medical student organizations, and student affairs administration in medical schools. Appendices include information o the Delphi survey and a 284-item bibliography. (SW)

ED 238 328 HE 016 855

Selleck, Laura J.
The Labour Market Impacts of High Technology: Implications for the Universities.
Council of Ontario Universities, Toronto. Research Div.
PUB DATE- Nov 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; *College Role; Continuing Education; *Education Work Relationship; Employment Potential; *Futures (of Society); Higher Education; Job Skills; Labor Force Development; *Labor Market; *Retraining; School Business Relationship; Skill Development; Skill Obsolescence; *Technological Advancement

Implications for universities of high technology industries and the labor market are unclear. There is a need to ease the transition for those categories of workers who will be affected: women, low- and medium-skill workers in manufacturing, and certain categories of middle-level managers. The provision of highly qualified personnel is the universities' most obvious role in a technological society; the good jobs of the future will require more scientific knowledge and higher technical skills. However, it is less certain that this kind of training is required for the entire labor force. The five occupations expected to produce the most new jobs are all in low skilled areas: janitors, nurses' aides, sales clerks, cashiers, and waiters and waitresses. There is evidence that traditional middle-level jobs in manufacturing and business will be highly susceptible to displacement or deskilling because of the introduction of robotics and various information technologies. Universities need to conduct research on the long-term impact of microelectronics and other technologies, including the characteristics of new jobs, and the broader societal impacts. Retraining programs will have to concentrate on generic skills with emphasis on the ability to adapt and learn. Attention to skill development and recurrent adult education will also be important. (SW)

ED 238 342 HE 016 870

Gross, Linda; Heller, Barbara R.

An Historical Study of the Correlates of Cooperative Education Program Growth, Stability, and Longevity.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

SPONS. AGENCY- Office for Postsecondary Education (ED), Washington, DC. Cooperative Education Program.
REPORT NO.- CASE-05-83
PUB DATE- Sep 83
AVAILABLE FROM- City University of New York, Center for Advanced Study in Education, Graduate Center, 33 West 42 Street, New York, NY 10036.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Characteristics; *Cooperative Education; *Enrollment Trends; Federal Aid; Financial Support; Higher Education; Institutional Characteristics; Questionnaires; School Surveys; Two Year Colleges
IDENTIFIERS- *Program Discontinuance

Cooperative education programs that operated in 1974-1975 were identified and their status by 1981-1982 was investigated. General characteristics of program growth that might indicate the structural and organizational correlates of longevity and stability were assessed. Attention was directed to two- and four-year colleges that were not federally funded, as well as to institutions whose cooperative education programs were federally supported. Data from a 1975 directory of grant recipients were obtained for 860 programs. Based on an 8-year profile of reported student enrollment, these programs were divided into five growth groups (discontinued, increased, decreased, fluctuating, and stable). A second research agenda was to determine institutional characteristics, the history and nature of cooperative education, and general information about the community. Questionnaires were sent to 612 institutions still offering cooperative education in 1982 as well as to 296 colleges with discontinued programs, and a total of 312 usable responses were obtained. Finally, data were collected on the kind of award, the years involved, and the dollar amounts. It was found that 34.4 percent of the programs that had been operating in 1974-1975 had been discontinued by 1982-1983. A questionnaire is appended. (SW)

ED 238 357 HE 016 895

Preer, Jean L.

Competence, Admissions, and Articulation: Returning to the Basics in Higher Education. ASHE-ERIC Higher Education Research Report No. 6, 1983.

Association for the Study of Higher Education.; ERIC Clearinghouse o Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-05-5
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Academic Standards; Achievement Tests; Aptitude Tests; *Articulation (Education); Basic Skills; College Admission; College Bound Students; *College Preparation; College School Cooperation; *College Students; Educational Testing; Higher Education; *High School Students; *Minimum Competency Testing; Minority Groups; *Standardized Tests; Student Evaluation; Teacher Education
IDENTIFIERS- Diversity (Institution); Diversity (Student); Value Added

The issues of competency testing, standardized testing, and new measures of achievement and competency in college are discussed. Attention is directed to the following questions: what skills and subjects are basic, how can schools enhance and measure competence, and who is responsible for setting higher standards? Considerations of the National Commission on Excellence in Education are addresssed throughout the report. The importance of the following factors to the successful implementation of minimum competency testing are identified: the allocation of responsibility, frequency and appropriateness of tests, provision of support services, and protection of special groups. The relationship between academic standards and preparatory work at the high school level are addressed, along with requirements for enhancing preparation for college. Differences in what is measured by minimum competence tests and standardized aptitude tests and the concerns of minorities about such testing are also considered. Additional topics include: the use of standardized test scores, new measures of precollegiate academic preparation, methods to increase and measure the competence of

ED 238 398 IR 010 920

Douds, M. Jay
The Reshaping of an Innovation. ACSN-The Learning Channel, 1974-1982
An Executive Summary Prepared for National Institute of Education.
Appalachian Community Service Network, Washington, DC.; Appalachian Regional Commission, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- NIE-IA-80-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Cable Television; Communications Satellites; Continuing Education; Demonstration Programs; *Educational Television; *Federal Programs; National Programs; *Nonprofit Organizations; *Organizational Change; Program Descriptions; Program Development; Programing (Broadcast); Regional Programs
IDENTIFIERS- *Appalachian Community Service Network; *Appalachian Education Satellite Project

This summary describes the development of the Appalachian Communit Service Network (ACSN), an educational cable television network that was originally launched as an experimental demonstration in the use of the latest telecommunications for the delivery of educational services. In describing how the stage was set for the eventual development of ACSN, the first chapter reviews the program's original funding as the Appalachian Education Satellite Project (AESP) by the National Institute of Education through a grant to the Appalachian Regional Commission (ARC) in the early 1970s. Individual sections focus on the AESP experiment, which began with 15 receive sites in 8 Appalachian states; the plan for its transition into an expanded, self-sustaining organization; and the use of the NASA (National Aeronautics and Space Administration) ATS-6 communications satellite. The second chapter traces the development of ACSN into a independent, nonprofit organization using a commercial satellite to provide 3,300 hours of programming annually to a nationwide audience, and the changes for the organization produced by the addition of cable television distribution. A look at ACSN and the future discusses its new name, ACSN-The Learning Channel, and its business plan, program services, program syndication, and corporate development. (LMM)

ED 238 370 HE 016 909

Brown, Peggy, Ed.
Liberal Learning and Careers Update.
Association of American Colleges, Washington, D.C.
PUB DATE- Feb 84
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Alumni; *Career Counseling; College Faculty; *College Programs; College Role; College Students; *Education Work Relationship; Experiential Learning; Faculty Advisers; Higher Education; *Internship Programs; Job Placement; *Liberal Arts; Program Descriptions; *School Business Relationship; Social Network
IDENTIFIERS- Bradford College MA; Carleton College MN; Furman University SC; Gustavus Adolphus College MN; Harvard University MA; Indiana University; Kalamazoo College MI; Saint Olaf College MN; Skidmore College NY; University of Maryland

Ways that colleges can supplement a liberal arts program with courses, internships, and advice to bridge the gap between education and work are addressed in an essay and descriptions of college programs. David R. Hiley discusses dilemmas faced by students and the need for faculty to consider career advising as part of their responsibility in the essay, "Balancing Liberal Learning and Career Development." The following activities and programs of colleges are also described: the practical liberal arts at Bradford College, courses designed with the assistance of business executives at the University of Maryland, assessing career possibilities through internships at Kalamazoo College, placement office services for the liberal arts major at Indiana University, and networking with alumni at Skidmore College. Additional programs and focal areas include: department career advisers at Carleton College, business ethics at Furman University, department-written career advice at Gustavus Adolphus College, techniques for applying history at Harvard University's John F. Kennedy School of Government, and introducing faculty to the business world at Saint Olaf College. (SW)

ED 238 384 HE 016 925

Guidelines for Fair Use of Copyrighted Materials.

National Association of Coll. and Univ. Business Officers.

Washington, D.C.
PUB DATE- Nov 83
AVAILABLE FROM- National Association of College and University
Business Officers, One Dupont Circle, Suite 510, Washington, DC
20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Administrative Policy; College Instruction; College
Libraries; *Compliance (Legal); *Copyrights; Guidelines; Higher
Education; *Instructional Materials; Models; *Publishing Industry;
*Reprography; Researchers
IDENTIFIERS- *American Library Association; Fair Use; *University o
Wisconsin Madison

Guidelines issued separately by the University of Wisconsin-Madiso (UW) and the American Library Association (ALA) concerning the fair use of copyrighted materials are presented. In addition, a UW memo is presented that covers background information on the Copyright La and multiple copy reproduction of copyrighted materials for classroom use. The guidelines address the following concerns: copying that is completely unrestricted, copying that is permitted, copying for which teachers should obtain permission, publishers' guidelines for making multiple copies for classroom use, infringement, and contacting the legal staff for assistance. The ALA's model policy concerns college and university photocopying for classroom, research, and library reserve use. Issues pertain to the following: whether the materials are used repeatedly, how many copies are made for each student, whether the copyright notice is included on each copy distributed; whether students are assessed a fee beyond the reproduction cost; and whether the portion of a longer work that is copied is selective and sparing in comparison t the whole of the work. The UW memo suggests that the staff will likely be in compliance with the copyright law if they follow carefully the ALA guidelines. (SW)

ED 238 412 IR 010 934

Coombs, Robert W.; And Others
Microcomputer Selection Guidelines for Administrators. Operations Notebook No. 30.
Association of California School Administrators, Burlingame. Foundation for Educational Administration.

PUB DATE- Sep 83
AVAILABLE FROM- Association of California School Administrators,

Foundation for Educational Administration, 1575 Old Bayshore Hwy., Burlingame, CA 94010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrators; Check Lists; *Computer Oriented Programs; *Computer Programs; Costs; Elementary Secondary Education *Evaluation Criteria; Glossaries; Input Output Devices; *Media Selection; *Microcomputers; Program Implementation; Purchasing
IDENTIFIERS- *Computer Uses in Education; Software Evaluation

Designed to assist administrators in making intelligent decisions about microcomputer selection, this nontechnical guide provides information in three areas: how, where, when, and why to use a microcomputer; what questions to ask about software and hardware; and what terminology to use. It provides a framework for answering six questions the administrator considering microcomputer selection might ask: (1) What do I want a microcomputer to do for me? (2) What software is available to meet my goals? (3) What microcomputer should I purchase? (4) What other equipment will I need? (5) Can I afford the hardware? and (6) Everything's purchased: What do I do now? A glossary explains microcomputer-related terms. Specific topics addressed range from computer assisted instruction, computer managed instruction, and word processing to documentation, memory capacity, maintenance, security, peripherals, funding sources, and staff development. Appendices include samples of software, courseware, and hardware evaluation forms, and a Teacher Education/Computer Center Map showing regional contacts in California. (LMM)

ED 238 301 FL 014 169

Raven, Patrick T.
FLEX: A Foreign Language Experience.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Class Activities; *Course Organization; Cultural Context; Cultural Influences; Curiosity; Elective Courses;

*Enrollment Influences; Enrollment Rate; French; German; *Introductory Courses; Latin; Scheduling; Secondary Education; *Second Language Instruction; Spanish; Student Attitudes; *Student Interests; Teacher Attitudes
IDENTIFIERS- *Foreign Language Exploratory Program

An exploratory course was designed to give secondary school students exposure to all languages in the foreign language curriculum, in sequence, so they may decide which, if any, to enrol
in. This course was begun in 1979 to counter an elitist image of foreign language courses. Course topics encouraged students to explore the languages fully by: being activity-oriented; facilitating adaptation to new sound and grammatical systems; dealing with major cultural concepts; including intriguing sounds, expressions, and gestures of the target languages; addressing the relationship of geography to occupations, food, clothing, and so on dealing with the language's history and contributions to American culture; attempting to elicit interest in the target countries; being addressed, when possible, in a single class period; encouraging values clarification; and promoting career awareness.

ED 238 315 HE 016 840

Grace, Judy Diane; Fernando, Quintus
Graduate Study in Chemistry in the United States: A Guide for Non-U.S. Students.
Arizona Univ., Tucson. Dept. of Chemistry.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Chemistry; *College Admission; College Applicants; College Choice; *College Preparation; *Foreign Students; *Graduate Study; Higher Education; Intellectual Disciplines; Student Exchang Programs; Study Abroad; Textbooks
IDENTIFIERS- United States

A guide to help students from other countries pursue graduate education in chemistry in the United States is presented. The process of gaining admission to U.S. universities is emphasized, an the nature of graduate education is briefly explained. It is noted that students majoring in chemistry are expected to have a sound background in analytical, inorganic, organic, and physical chemistry. A representative list of textbooks used in U.S. chemistr departments in recent years is included for each subfield of chemistry, and a few mathematics and physics texts are also listed. Attention is also directed to preparation for foreign students entering graduate schools in chemistry, financial aid, selection of a graduate school in chemistry, and application to graduate schools Steps in the application process and the associated time frame are covered, including entrance examinations. Finally, the names and addresses of U.S. and Canadian institutions that offer Ph.D. degree in chemistry are presented. (SW)

(SW)

ED 238 329 HE 016 856

Interdependence in Education. Proceedings of the Annual Convention o
the Middle States Association of Colleges and Schools (96th,

Philadelphia, Pennsylvania, December 5-7, 1982).
Middle States Association of Colleges and Schools, Philadelphia, PA.
PUB DATE- Dec 82
AVAILABLE FROM- Middle States Association of Colleges and Schools,
3624 Market Street, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Articulation (Education); *College School Cooperation; *Educational Quality; Government School Relationship; Higher Education; Improvement Programs; School Business Relationship; *School Community Relationship; Teacher Effectiveness
IDENTIFIERS- Bylaws; Middle States Association of Colleges and Schools

The proceedings of the 1982 annual meeting of the Middle States Association of Colleges and Schools, which focused on interdependence in education, are presented. Four papers on interdependence as well as information on the business meeting of the Association are included. Gordon M. Ambach in "Interdependence and Education" considers secondary school-college connections in New York State, networking education and cultural institutions, education and national defense, and education and industry partnerships for economic development. In "Interdependence in Education," Frank Robey discusses the report of the Southern Regional Education Task Force on Higher Education in the Schools, which focused on ways to improve the quality of teaching and learning at all levels. "Interdependence between Education and the Community," by Horace B. Reed, explores an evolving concept of the interdependence of education and community from the perspectives of the past, present, and future. Finally, "Interdependence between Education and Industry," by James M. Howell, discusses economic outlook and the relationship between economic growth and higher education. Additional contents include: reports of the Association's officers; reports of action by the Commission on Secondary Schools, the Commission on Higher Education, and the Committee on School and College Relations; lists of Association officers, trustees, and committee members; and the Association's charter and by-laws. (SW)

ED 238 343 HE 016 871

An Investigation of the Feasibility of Awarding a Single Appropriation for the Operating Budget of the University of Alaska.
Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- 28 Sep 82
AVAILABLE FROM- Alaska Commission on Postsecondary Education, Pouch FP, Juneau, AK 99811 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrative Principles; Budgeting; Educational Finance; *Financial Policy; *Government School Relationship; Higher Education; *Operating Expenses; *Resource Allocation; *State Aid; State Legislation; State Officials; *State Universities
IDENTIFIERS- *University of Alaska

The feasibility of awarding a single annual appropriation for the operating budget to the University of Alaska was investigated in 1982. Study methods included a literature review and a survey of practitioners concerning the advantages and disadvantages of a single appropriation versus several appropriations. In addition to surveying directors of the fiscal services divisions of 49 state legislatures, a telephone survey was conducted with other public multicampus institutions whose organizational structure was similar to the University of Alaska. Of the 25 systems surveyed, including Alaska, nine received funds for their operating budget through a single appropriation. The only variables that were identified relating to whether or not an institution received a single appropriation were the land-grant status of the institution and the unique political and socioeconomic circumstances of the state. The literature review and suggestions from the fiscal analysts of the states provided several viewpoints that relate to six basic issues: organizational flexibility, depoliticizing of the funding process, accountability, efficiency, legislative oversight and understanding, and increased funding. Three recommendations are offered including that the university should continue to improve its management procedures and then be awarded a single appropriation. (Author/SW)

college students, teacher competence, cooperation between high schools and colleges, college-level courses offered in high school, institutional and student diversity, and the value-added approach to student assessment. An extensive bibliography is appended. (SW)

ED 238 358 HE 016 896

Nason, John W.; Axelrod, Nancy R.
Presidential Search: A Guide to the Process of Selecting & Appointing College & University Presidents.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 80
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($16.95, nonmembers; $10.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Selection; Affirmative Action; Check Lists; *College Presidents; Committees; *Competitive Selection; *Employment Interviews; Equal Opportunities (Jobs); *Evaluation Criteria; Guidelines; Higher Education; Institutional Characteristics; Recruitment
IDENTIFIERS- *Search Committees

A practical guide to the process of selecting and appointing new college presidents is presented, based on a literature reivew, questionnaire responses, and institutional case studies. The following nine steps in the process are examined: (1) establishing the machinery of search and selection; (2) organizing the committee; (3) formulating the criteria; (4) selecting the pool of candidates; (5) screening candidates; (6) interviewing candidates; (7) selecting top candidates; (8) appointing the president; and (9) final tasks. Specific concerns include: the choice of search and selection committee members, use of professional help, public information and recordkeeping, deriving presidential criteria from an appraisal of an institution's present condition and future prospects, issues to consider for private colleges and public four- and two-year colleges, legal requirements for presidential search committees, and filing a summary report. In addition to eight checklists for each step of the selection/appointment process, supplemental materials include: a sample time table, a sample institutional profile on which a presidential search was based, a list of organizations that will provide the names of female and minority presidential candidates, interview procedures and questions, and sample letters and memoranda. (SW)

ED 238 399 IR 010 921

The Reshaping of an Innovation, 1970-1982. Final Report of the Appalachian Community Service Network to the National Institute of Education.

Appalachian Community Service Network, Washington, DC.; Appalachian Regional Commission, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Jun 82
CONTRACT- NIE-IA-80-003
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Cable Television; Communications Satellites; Continuing Education; Demonstration Programs; *Educational Television; *Federal Programs; Futures (of Society); Marketing; National Programs; *Nonprofit Organizations; *Organizational Change; Program Descriptions; Program Development; Program Implementation; Programing (Broadcast); Regional Programs
IDENTIFIERS- *Appalachian Community Service Network; *Appalachian Education Satellite Project

Intended to provide a comprehensive picture of the Appalachian Community Service Network (ACSN), this report documents its evolution from a federally funded regional educational experiment to a nonprofit corporation delivering educational and informational programming via commercial satellite to cable subscribers across the nation; ACSN's changing objectives, organizational structure and programming emphasis in response to the commercial marketplace; and the corporation's plans to capitalize on foreseeable opportunities. A general, interpretative account is given of the background history of the Appalachian Educational Satellite Project (AESP) experiment, which supplied graduate credit courses to teachers located in remote areas of the Appalachian region using an experimental NASA (National Aeronautics and Space Administration) satellite from 1972 to 1975. The maintenance, refinement, and expansion of the original mission of AESP from 1976 to 1978 are described, including the development of a strong research and evaluation program to guide network operations. The incorporation of ACSN in 1979 as an independent agency is documented, and it is noted that the network provided 64 hours per week of programming to more than 1.5 million homes in 42 states in 1982. A look at current needs and problems and speculations on the future of the network conclude the report. A number of exhibits and appendices are included. (LMM)

The languages (French, German, Latin, and Spanish) each were responsible for 20-22 class meetings during the semester. Each of the four language teachers involved developed activities from the standard unit topics provided. The course has been well received by teachers, students, parents, and administrators. Appended materials include: lists of specific activities for each language, a 1982-83 course schedule, results of teacher and student surveys regarding the course, student grade statistics for 1981-82, and the district's total foreign language enrollments for the fall semesters of 1975 through 1982. (MSE)

ED 238 302 FL 014 174

Emery, Olga B.
Normal Aging and Linguistic Decrement.
National Inst. on Aging (DHEW/PHS), Bethesda, Md.
PUB DATE- 19 Nov 83
GRANT- 5T32AG00039
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; Age Differences; *Aging (Individuals); Comparative Analysis; *Diseases; *Language Handicaps; Language Patterns; *Language Processing; Language Research; Middle Aged Adults; Neurolinguistics; *Older Adults
IDENTIFIERS- *Alzheimers Disease

A study investigated language patterning, as an indication of synthetic mental activity, in comparison groups of normal pre-middle-aged adults (30-42 years), normal elderly adults (75-93), and elderly adults (71-91) with Alzheimer's dementia. Semiotic theory was used as the conceptual context. Linguistic measures included the Token Test, the Boston Diagnostic Aphasia Examination, and the Test for Syntactic Complexity. Results showed significant differences between pre-middle-aged and normal elderly in linguistic processing, indicating a direct relationship between language deficits and increased age. There also appears to be a definitive pattern in age-correlated deficits, showing non-random, predictable linguistic decrement. There is a direct relationship between language deficits and linguistic complexity within and across semiotic ranks, and an inverse relationship between language deterioration and language development. (MSE)

ED 238 316 HE 016 842

Leinwand, Gerald
Without a Nickel: The Challenge of Internationalizing the Curriculu
and the Campus. AASCU Studies 1983/2.
**American Association of State Colleges and Universities, Washington
D.C.**
REPORT NO.- ISBN-0-88044-073-2
PUB DATE- Nov 83
AVAILABLE FROM- American Association of State Colleges and
Universities, One Dupont Circle, Suite 700, Washington, DC 20036.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Collected Works - Proceedings (021)
DESCRIPTIONS- Change Strategies; Educational Policy; Financial Support; *Foreign Students; Fund Raising; Higher Education; *International Education; International Educational Exchange; *Professional Education; *Student Exchange Programs; *Teacher Exchange Programs; *Undergraduate Study

Issues pertaining to internationalizing the undergraduate and professional school curriculum and campus are summarized by the president emeritus of Western Oregon State College, based on a 1983 national workshop attended by college administrators and staff of international programs. Efforts by professional schools to provide international studies and campus activities were addressed, as were the roles of student and faculty exchanges. Attention was also focused on the following concerns: the ways that undergraduate and professional schools can better serve international students, approaches to effectively develop international faculty exchanges, and fund- raising. Challenges that this mission poses for schools that are members of the American Association of State Colleges and Universities are addressed, including the development of policies for international education and internationalizing the academic program. Appendices include a workshop schedule and a list of the names and addresses of contact persons (panelists, moderators, federal resource persons) for each of the following sessions: internationalizing the undergraduate curriculum, internationalizing the professional school, integrating educational exchange with the institutional mission, and mobilizing the needed resources. (SW)

ED 238 330 HE 016 857

Higher Education in Asia and the Pacific. Bulletin of the Unesco

Regional Office for Education in Asia and the Pacific, Number 24.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
PUB DATE- Apr 83
AVAILABLE FROM- Unesco Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Role; Cultural Exchange; *Developing Nations; Educational Change; *Educational Trends; *Foreign Countries; *Higher Education; *International Relations; Sciences; Technical Assistance; Technological Advancement
IDENTIFIERS- *Asia; Bangladesh; China; India; Indonesia; Japan; Malaysia; *Pacific Region; Pakistan; Philippines

Information on higher education in Asia and the Pacific, reports on 13 countries of the region, five essays, and a bibliography are presented. After a brief review of trends and developments in higher education in the Asia and Pacific region, reports are provided for the following countries: Bangladesh, China, India, Indonesia, Japan, Malaysia, Pakistan, the Philippines, the Republic of Korea, Singapore, Sri Lanka, the Socialist Republic of Viet Nam, and Thailand. The five essays by scholars from Asia and the Pacific give perspectives on higher education into the twenty-first century. These critical analyses consider the external influences on universities of the region and propose arguments for developing science and technology as well as for greater emphasis on international cooperation for development and on the cultural heritage of Asian and Pacific countries. The bibliography is a selection of titles from the library of the Unesco Regional Office for Education in Asia and the Pacific. The titles are publications of the last 5 years published largely in the region and by Unesco. In addition to a section on international/general references, the bibliography consists of sections on Asia and the Pacific and on specific countries. (SW)

ED 238 344 HE 016 872

LeLieuvre, Robert B.; Silverthorne, Colin P.
Faculty Evaluation in an Adult External Degree Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Students; Cognitive Measurement; *Evaluation Criteria; *External Degree Programs; Faculty College Relationship; *Faculty Evaluation; Higher Education; Knowledge Level; Noninstructional Responsibility; *Part Time Faculty; Research Skills; Scholarship; Student Teacher Relationship; Teacher Effectiveness; Teacher Participation; Teaching Skills
IDENTIFIERS- *Adjunct Faculty

Criteria for evaluating part-time, adjunct faculty members employed by the University of San Francisco's adult external degree program are identified. Assumptions and objectives of the faculty development program are also specified. The College of Professional Studies offers undergraduate and graduate degrees in eight areas related to human resources and organizational development at approximately 40 classroom sites in California. Over a period of a year, discussions, field-testing, and refinements resulted in the elaboration of the following competencies against which all faculty members are measured: (1) general intellectual, (2) academic discipline, (3) practitioner, (4) teaching, (5) classroom management, (6) research advising, and (7) educational-administrative. Criteria for each area of competence were established and six specific, measurable behavioral anchors were linked to these criteria. The competence areas, criteria, and behavioral anchors are identified. It is noted that these criteria/indicators are the bases for all appointment, assignment, and re-assignment decisions, and that four instruments are used for faculty evaluation, including student and course evaluations, self-assessments, and observation. (SW)

ED 238 359 HE 016 897

Gies, Joseph C., Ed.
The Good Steward: A Guide to Theological School Trusteeship.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Apr 83
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($19.95, nonmembers; $12.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Academic Education; Accountability; Administrator Evaluation; Administrator Responsibility; Administrator Selection; Campus Planning; *Church Related Colleges; College Administration; *College Planning; Fund Raising; *Governing Boards; Higher Education; Money Management; Public Relations; *Self Evaluation (Groups); *Theological Education; *Trustees
IDENTIFIERS- *Bylaws

Theological school trusteeship is addressed in 12 articles and appended information. Titles and authors are as follows: "The Responsibilities of Stewardship" (Robert Wood Lynn); "Trusteeship and Administration" (Larry L. Greenfield); "Organization of the Board" (Henry W. Sherrill); "Trustee Selection, Recruitment, Development, and Assessment" (Dayton Hultgren, Mary Bigelow McMillan); "Trustee Conduct" (Jesse H. Ziegler); "Planning: Mission, Goals, Programs" (John H. Tietjen); "The Seminary Board and Fund Raising" (Robert G. Bottoms); "Trustees and Academic Affairs" (F. Thomas Trotter); "Financial and Physical Asset Management" (Badgett Dillard); "Accountability to Church and State" (William L. Baumgaertner); "What You Need to Know About Public Relations" (Norbert J. Hruby); and "Trustee Traditions and Expectations" (Robert K. Greenleaf). Appendices include the following: self-study criteria for governing boards of theological schools, a user's guide to the self-study criteria for governing boards, guidelines for bylaw development for theological school boards of trustees, and an article entitled "Trustees and Preventive Law" (Kent M. Weeks). (SW)

ED 238 400 IR 010 922

Miura, Irene; Hess, Robert D.
Sex Differences in Computer Access, Interest and Usage.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; Computer Literacy; *Computer Programs; Computer Science Education; Elementary Secondary Education; *Microcomputers; Programing; *Sex Differences; Sex Stereotypes; *Student Interests; *Use Studies
IDENTIFIERS- Computer Camps; Computer Users; *Computer Uses in Education

Three studies give evidence to support informal reports of sex differences in computer access, interest, and use in the school-aged population. In the first study, a survey of 87 middle and upper income students in grades 5 to 8 revealed that more boys than girls owned home microcomputers and that use of the home computer also differed by gender. In the second study, questionnaires were sent to directors of summer camps and classes that offered training in programming for microcomputers. Data supplied by 23 camp directors on 5,533 students indicated that enrollment in such camps and classes showed a pattern of three to one in favor of boys. The ratio of boys to girls increased with level of course difficulty and cost of session. In a third study, 157 middle school students from 3 school districts located in lower, middle, and upper income areas were asked to rate a list of 75 software titles for perceived user interest. Results indicated that a significantly greater number of the titles, which were randomly selected from a list developed for three major microcomputer manufacturers, were perceived as primarily suited for male audiences. A bibliography and supporting data are attached. (Author/LMM)

ED 238 372 HE 016 912

Illustrative Bylaws for Independent Colleges.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- 83

AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($5.00 nonmembers; $3.00, members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Administrative Organization; *Administrator Responsibility; College Presidents; Committees; *Governance; *Governing Boards; Higher Education; *Legal Responsibility; Models; *Private Colleges; Role Conflict; *Trustees

IDENTIFIERS- *Bylaws; Conflict of Interest

Bylaws for independent colleges who wish assistance in writing or revising their own bylaws are presented. The bylaws are designed to provide a basis for discussion on the form of governance an institution may wish to establish. Several provisions may also be useful for tax-supported institutions. Sixteen articles cover the following: powers of trustees, membership of board of trustees, Trustees Emeriti, officers of the college, powers and duties of the chair and vice chair of the board of trustees, powers and duties of the college president, powers and duties of the vice president, powers and duties of the secretary, powers and duties of the treasurer, meetings, action without formal meeting, the functions of 15 committees, indemnification, conflicts of interest, discrimination prohibited, and review and amendment of bylaws. It is recommended that the following points be kept in mind: the bylaws provide the basis upon which the institution is governed and should not be viewed merely as a legal formality; state laws governing colleges and universities, along with other charitable or educational corporations, vary; and the model necessarily involves a number of choices that are somewhat arbitrary. (SW)

ED 238 386 HE 016 927

Davison, Richard L.
Fall 1983 Enrollments, North Dakota Institutions of Higher Education
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Dec 83
AVAILABLE FROM- North Dakota State Board of Higher Education,
Bismarck, ND 58505.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- College Credits; *College Students; *Enrollment Trends

Full Time Equivalency; *Full Time Students; Higher Education; In State Students; Out of State Students; *Part Time Students; *Place of Residence; *State Colleges; Student Characteristics
IDENTIFIERS- *North Dakota

Fall 1983 enrollment data for North Dakota state colleges and universities are presented. Headcount enrollment for each institution is provided for the following categories of students: freshman, sophomore, junior, senior, graduate, special, unclassified, and professional. A similar format is used to present full-time enrollments, total student credit hours of part-time students, full-time-equivalent enrollments of part-time students, total of full-time and full-time-equivalent of part-time enrollment, and full-time-equivalent enrollments based on total student credit hours by level of students. Additional tables cover: nonresident headcount undergraduate enrollments by state; nonresident graduate and professional headcount enrollments by state; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; fall in-state enrollments by county of origin for each college and university; headcount enrollments for each institution by race, veteran status, sex, marital status, and transfer status; and total student credit hours produced by course level by student level for each institution. (SW)

ED 238 371 HE 016 910

Georgia Postsecondary Education: An Assessment of Achievement of Statewide Goals and Objectives. Assessment Report on Diversity and Geographic Availability of Postsecondary Programs and Institutions (Objectives 2a and 2c).

Governor's Committee on Postsecondary Education, Atlanta, Ga.

PUB DATE- Dec 81
AVAILABLE FROM- Governor's Committee on Postsecondary Education, Seven Martin Luther King, Jr. Drive, Suite 640, Atlanta, GA 30334.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Church Related Colleges; College Programs; Credit Courses; *Educational Assessment; Educational Demand; *Educational Objectives; Geographic Distribution; *Institutional Characteristics Noncredit Courses; *Postsecondary Education; Private Colleges; Proprietary Schools; Questionnaires; State Colleges; *Statewide Planning; Technical Institutes
IDENTIFIERS- *Diversity (Institution); *Georgia

The diversity and geographic availability of postsecondary institutions and programs in 1980-1981 were assessed in Georgia. The diversity of Georgia's colleges was based on analysis of institutional control, level, and type. To assess objectives, seven types of colleges were defined, and the state was divided into eight substate regions. For the examination of college programs, a distinction was made between regular credit programs and special and noncredit programs. The Classification of Instructional Programs, which was developed by the National Center for Education Statistics, was also employed, along with four sources of regular credit program information. In addition, institutions were surveyed to inventory special or noncredit programs. It was found that 340 postsecondary institutions were operating in Georgia during 1980-1981. The state seemed to have a diverse and comprehensive set of institutions and all substate regions were served by most sectors. However, some important high technology programs were not offered in the state. Appendices include listings of colleges by division and substate region; results of the program inventory (i.e., programs by type of college and degrees offered), information on supply and demand in Georgia substate regions; and an institutional questionnaire. (SW)

ED 238 385 HE 016 926

Neuner, Jerome L.; Northman, Esther A.

A Brief Survey of Evening Adult and Provisional Admission Students a
an Urban Private College.

PUB DATE- 18 Dec 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aspiration; *Adult Students; College Students; *Continuing Education; *Developmental Studies Programs; Educational Background; *Evening Students; Higher Education; Income; Private Colleges; *Student Characteristics; Student Employment; *Urban Universities
IDENTIFIERS- *Canisius College NY

A 1981 survey was conducted to gather information on income, employment, educational background and aspirations, and demographic characteristics of adult students attending credit evening courses and recent high school graduates admitted provisionally to a day developmental studies program at Canisius College. The survey was undertaken to provide a profile of students enrolled in the Continuing Studies Division of the private, urban college. Responses were obtained from 652 evening students and 151 provisional students of the private, urban college. It was found that younger adults, many of them single and without dependents, made up a large part of the student body. These students were typically not affluent, were more interested in business degrees than liberal arts degrees, and were paying for education with their earnings and savings and some support from employers. Students in a provisional admissions program designed exclusively for new high school graduates were less likely to pursue business degrees, were paying for education with loans and grants as well as savings, and were somewhat more interested in liberal learning than were the older adults. Both groups of students chose the college primarily because of its good academic reputation. (Author/SW)

ED 238 413 IR 010 935

Braden, Roberts A.
The Outline Graphic.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Design Requirements; *Instructional Design;
*Instructional Materials; Material Development; Verbal Stimuli;
*Visual Aids; *Visual Stimuli

IDENTIFIERS- *Outline Graphics
Outline graphics provide concurrent access to both visual and verbal elements. Their logic is primarily but not exclusively verbal. They rely upon the visual aspects of layout design and symbology to compress the several ideas of a conceptual cluster into a single comprehensible holistic display. This paper introduces new terminology and lists and describes the characteristics and advantages of outline graphics. Examples are given of ways in which outline graphics have been used in instructional design and of the adaptive pliability of the graphic form which provides flexibility in making form fit functional need. Four references are listed. (Author/LMM)

ED 238 414 IR 010 936

Philipson, Will D.; Chan-Tam, Pik Wai
A Study of the Effectiveness of the Instructional Systems Laboratory.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Educational Facilities; Educational Media; Higher Education; *Instructional Development; Instructional Materials; *Instructional Systems; Learning Resources Centers; Professional Services; Schools of Education; *Teacher Attitudes; *Use Studies
IDENTIFIERS- *University of Minnesota

A survey examined perception and use of the services of the Instructional Systems Laboratory (ISL) by the faculty of the University of Minnesota's College of Education. The questionnaire, mailed to all College of Education faculty members, emphasized faculty perception of instructional systems in the following areas: (1) instructional commitment: provision for service, service quality, provision for technology, and financing program; (2) instructional systems: consulting, staffing, planning/design, and use; (3) ISL: accessibility, staff involvement, information dissemination, technology availability, storage and retrieval, equipment maintenance, and production; (4) facilities: physical plant adequacy, environment, furnishing, and availability; and (5) user participation and skills. Based on a 42.9% return rate, results indicate that faculty members did not know enough about ISL to utilize it effectively. The majority of responding faculty members (83.5 percent) use AV equipment to facilitate instruction, though only 58.2% utilized ISL-supplied equipment. Recommended actions to improve ISL contributions include establishment of new goals and objectives, a faculty advisory committee, and a formal plan for interuniversity communication. Recommendations are also provided for programed budgeting, instructional development, administrative adjustments, professional development, and funding. (LMM)

ED 238 270 FL 014 135

Muyskens, Judith A.
Preservice and Inservice Teacher Training: Focus on Proficiency.
PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Advanced Courses; Classroom Techniques; *Competency Based Teacher Education; *Educational Strategies; Higher Education; Inservice Teacher Education; *Language Proficiency; *Language Teachers; Lesson Plans; Material Development; Preservice Teacher Education; Secondary School Teachers; *Second Language Instruction; Student Teaching; Testing

Traditional preservice and inservice training programs have focuse on specific techniques for teaching and testing specific aspects of the target language, usually grammatical structures. With proficiency as the organizing principle, both what teachers think and what they do in the classroom can and must be viewed from this new perspective. Obvious applications of the proficiency approach include student and instructor certification standards, establishing foreign language requirements for completing or entering programs, and designing curriculum articulation guidelines. But what is most salient in the approach is the orientation allowing placement of nonnative speakers, students and instructors, in a global framework for foreign language learning. It is now possible to interpret every aspect of a program, including materials, activities, and student and teacher behaviors, in a broader conceptual framework, constraining what occurs in the classroom and focusing on what learners must eventually know. The orientation clearly identifies the complementary factors of function, content, and accuracy, as well as the need to maintain balance among them at all proficiency levels. (MSE)

ED 238 271 FL 014 136

Jimenez, Reynaldo; Murphy, Carol J.
Proficiency Projects in Action.
PUB DATE- 84
AVAILABLE FROM- Not available separately; see FL 014 129.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Competency Based Education; *Curriculum Development; Faculty Development; Graduation Requirements; Higher Education; Instructional Improvement; *Language Proficiency; Professional Training; *Program Development; Secondary Education; *Second Language Instruction; *Testing
IDENTIFIERS- American Council on the Teaching of Foreign Langs; Educational Testing Service; Foreign Service Institute DC

A report presenting a sampling of proficiency-related projects consists of two parts. The first is a report on the state of the art describing programs, grants in progress, and plans to implement proficiency-based teaching. It was found that the American Council on the Teaching of Foreign Languages and the Educational Testing Service (ETS) have provided the nucleus of a communication network supporting efforts to measure and improve language skills, and the Foreign Service Institute's testing workshops have been catalysts for this change. The second part of the report summarizes findings from an ETS survey of the 30 participants in one 1982 workshop. Results showed participants generally felt that present textbooks are too ambitious in their grammatical content and fail to recognize the progression students follow in assimilating functional linguistic concepts; these teachers would welcome proficiency-based texts with graduated language-specific goals leading to functional competence. Many recognized the need to reorient their programs toward precise goals, and identified a variety of ongoing and potential applications inside and outside academia, including screening, orientation, faculty development for international programs, bilingual teacher certification, and in internationally-oriented commercial enterprises. Early efforts at further research by participants were also found. (MSE)

ED 238 272 FL 014 137

Garfinkel, Alan, Ed.; And Others
The Foreign Language Classroom: New Techniques. Report of Central States Conference on the Teaching of Foreign Languages.
PUB DATE- 83
AVAILABLE FROM- National Textbook Company, Lincolnwood, IL ($8.95)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTIONS- *Classroom Techniques; *Communicative Competence (Languages); Conference Proceedings; *Cultural Education; Elementar Secondary Education; French; *Microcomputers; Newsletters; *Second Language Instruction; Spanish; *Student Centered Curriculum; Teaching (Occupation)

The summary of the 1983 Central States Conference on the Teaching of Foreign Languages includes these papers: "A Look at Our Profession: Common Concerns, Common Dreams" (Mary Finocchiaro's keynote address to the 1982 Central States Conference); "Traversing the Language 'Gateway': The Passport Lesson" (Dana Carton); "Personal Growth Through Student-Centered Activities" (Barbara Snyder, Carolann DeSelms); "Situations for Communication: Growth in Competence and Confidence" (Ronald W. Walker); "Real Language: A Gateway to Cultural Identification" (Michael D. Oates, D. C. Hawley); "Beyond Reading: Developing Visual Literacy in French" (Steven J. Sacco, Beverly G. Marckel); "The Teaching of Spanish Object Pronouns: A Communicative Approach" (Oscar Ozete); "Applying Microcomputers in the Foreign Language Classroom: Challenges and Opportunities" (Millie Mellgren); "Foreign Language Arts in the Grades: A Conceptual Approach (F.L.A.G.)" (Rosemarie A. Benya, Bettye L. Myer); "Teaching Foreign Language in Style: Identifying and Accommodating Learner Needs" (Robert L. Ballinger, Virginia S. Ballinger); "The Foreign Language Newsletter: Function, Value, and Techniques" (Wynona H. Wilkins). (MSE)

ED 238 286 FL 014 151

Novak, Sigrid Scholtz
Reading Laboratories: The Conversion of the Speed Reading Lab into a ESL Reading Lab.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Building Conversion; *College Bound Students; College Preparation; *English (Second Language); Facility Requirements; Instructional Improvement; *Media Selection; Projection Equipment; *Reading Centers; *Reading Instruction; Secon Language Instruction; *Teaching Machines; Teaching Methods

It is proposed that the reading-machine laboratory provides a mean for the classroom ESL instructor to continue using his present method in the classroom (intensive, theoretical-grammatical instruction) while providing additional extensive reading and learning practice with the machines in the reading laboratory. Two speed reading systems currently on the market are found to contain materials well suited to adult ESL instruction. Adjustments in speec expectations and careful selection from the large amount of material available in the programs are recommended. A reading program designed for college-bound ESL students and emphasizing comprehension skills is outlined. The facility requirements are given, and the controlled reader is the primary equipment recommended. Applications of the suggested instructional materials are described. (MSE)

ED 238 287 FL 014 152

Louisiana's Fre[illegible] Language Instruction: Appraisal and
Recommendatio[illegible] Report to the Governor and the Louisiana
Legislature f[illegible] the Commission on French as a Second Language.

Louisiana Co[illegible]ion on French as a Second Language, Baton Rouge.

PUB DATE- Apr [illegible]

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Bilingualism; *Cultural Education; Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Ethnic Groups; *French; Governing Boards; Higher Education; School Districts; *Second Language Instruction; State Boards of Education; State Departments of Education; State Surveys; *Statewide Planning

IDENTIFIERS- *Louisiana

In response to the report of the President's Commission on Foreign Language and International Studies and by appointment of the legislature, a commission studied the status of French language instruction in Louisiana. They found both significant deficiencies in foreign language competencies and substantial opportunities to build on existing French language skills and cultural heritage. The report has four sections. The first examines America's foreign language imperative, looking at both Louisiana's emphasis and the national situation. The second section outlines the establishment, objectives, activities, observations, and deficiencies of the state's Commission on French as a Second Language. The third section focuses on the roles of potential change agents: the Board of Regents, the three management boards for higher education institutions, the State Board of Elementary and Secondary Education, local school boards, the state educational agencies for all educational levels, the Council for the Development of French in Louisiana, and Louisiana citizens. The final section discusses further areas of action and recommends development of a unique form of bilingual education with broad private sector participation. Appendices include notes on the commission's mandate, lists of task force and commission members, a calendar of commission hearings, and the texts of relevant Louisiana legislation. (MSE)

ED 238 288 FL 014 153

Collier, Catherine
Introduction to Methods and Materials in Bilingual Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education; *Bilingual Instructional Materials; Class Activities; Course Descriptions; Grading; Higher Education; *Instructional Materials; Introductory Courses; Materia Development; *Second Language Instruction; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Yupik

The syllabus for an introductory course in bilingual teaching methods and instructional materials focuses on the academic areas o reading, social studies, mathematics, science, art, music, and health, as well as lesson planning and scheduling techniques. Cours objectives are for students to develop an awareness of the methods and goals of bilingual/bicultural (or multilingual/multicultural) education. Students are to prepare and demonstrate lessons in both the appropriate native language and English. The course is intended as the first in a series on aspects of implementing bilingual and bicultural education programs. Student evaluation is by a series of questions included with each unit, assessment of student preparatio of activities, and a final project summarizing the course's content. A 24-item reading list is provided. (MSE)

ED 238 453 IR 050 574

Kristy, Karen K.
Women in Librarianship: A Cross-National Problem Study.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Career Choice; Career Ladders; Developed Nations; Developing Nations; Employment Level; Employment Patterns; *Females; *Foreign Countries; *Librarians; *Males; Salaries; Sex Differences; *Status
IDENTIFIERS- *United States

Based on information found in statistical compilations and other publications, the status of women in librarianship was examined in three groups of countries: western-style democracies including the United States, Canada, France, and New Zealand; Soviet bloc countries including Bulgaria, Cuba, the Union of Soviet Socialist Republics (USSR), Hungary and Czechoslovakia; and developing nations including Nigeria, India, and Brazil. In all three groups of nations, librarianship was found to be a women's profession, i.e., a profession in which an atypically high percentage of employed professionals and degree recipients are women. The only exception to this was found in Nigeria. In all the countries examined, a pattern of intraoccupational segregation was also found, i.e., librarianship exhibited different career tracks for men and women. Differences were found in the kinds of academic degrees conferred, the prestige of occupational subfields entered, the job levels attained within these subfields, and the salaries earned at each job level. Men were consistently found to have achieved higher status in librarianship than women. This publication presents the results of the cross-national examination of librarianship, with tables showing statistical differences in status and career track for male and female librarians and quotations from reports on librarianship in various countries. A 45-item bibliography is included. (Author/ESR)

ED 238 439 IR 050 558

Two Reports on Research Libraries. Forum I: Toward the 21st Century: An Agenda for Research Libraries and Their Users (Racine, Wisconsin, December 8-10, 1982). Forum II: National and Regional Aspects of Collecting and Preserving Library Materials (Wye Plantation, Maryland, October 10-12, 1983).

Council on Library Resources, Inc., Washington, D.C.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Libraries; Information Dissemination; *Library Acquisition; *Library Cooperation; *Preservation; Publishing Industry; *Research Libraries; Shared Services
IDENTIFIERS- Information Technology; Resource Sharing

Reports are presented from two meetings on research libraries that brought together individuals concerned with the process of scholarly communication. Libraries were the central topic of both meetings, but they were considered as part of a system that also includes book and journal publishing, the obligations and concerns of university administrations, the needs of scholarly disciplines, and the guidance of foundations. Forum I was intended to identify and explore primary issues needing national attention while Forum II focused on national and regional library cooperation in collection development and preservation. A summary of discussion from Forum I focuses on the future of research libraries and the possible need for fundamental library changes to cope with rapidly changing publishing and information service systems. Topics discussed include bibliographic services, shared resources, preservation, technology, library economics, and professional education. A background paper for Forum II by Walter J. Haas outlines the purpose of the meeting and the case for a planned approach to collection development and preservation. The paper also lists questions for discussion related to bibliographic information, library collections, cooperative collecting, and preservation. A summary of conclusions on the national aspects of collection development, the preservation of library materials, and related issues is also presented. The agenda and list of participants are provided for each forum. (Author/ESR)

ED 238 454 IR 050 575

Daugherty, Robert; Pausch, Lois M.

Bibliographic Instruction in Illinois Academic Libraries: A Survey Report. Illinois Library Statistical Report No. 11.
Illinois State Library, Springfield.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; *Group Instruction; *Individual Instruction; *Instructional Materials; *Library Instruction; Library Surveys; Orientation Materials; Postsecondary Education; Program Evaluation; Questionnaires; State Surveys
IDENTIFIERS- *Illinois; *Library Statistics

A survey was conducted in May 1982 of all academic libraries in Illinois to elicit information regarding the provision of bibliographic instruction, user education, or library orientation to undergraduates, graduate students, and faculty members during the 1981/82 calendar year. Usable replies were received from 143 libraries (70% of those surveyed). It was found that methods of group instruction included group tours (used by 87% of respondents), separate lectures (68%), instruction through informal groups (29%), and formal library courses (25%), with a typical audience size reported as 30. Methods of individual instruction were found to include handouts (used by 59% of respondents), audiovisual programs (31%), workbooks (13%), and computer assisted instruction (CAI) programs (5%). Very little formal or informal evaluation of bibliographic instruction activities was reported. This publication describes survey methodology and results, including eight tables of findings. A sample questionnaire is also provided. The second section presents a directory, organized by type of library, giving the name, address, and telephone number of respondents; the person responsible for bibliographic instruction; institutional enrollment; subjects covered; types of instruction and instructional materials used; and information on evaluation of instructional activities. Nonrespondents are also listed. Following the directory are indexes by type of instruction, type of materials used, subject area, and name of person in charge. (ESR)

ED 238 440 IR 050 559

Eisenberg, Michael
The Direct Use of Online Bibliographic Information Systems by Untrained End Users: A Review of Research.
ERIC Clearinghouse on Information Resources Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-400-82-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, New York 13210 (IR-64; $3.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Annotated Bibliographies; *Computer Programs; Experimental Programs; *Information Retrieval; Man Machine Systems; *Online Systems; Program Descriptions; *Research Projects; *Training
IDENTIFIERS- *End Users; Intelligent Computer Terminals; Online Search Skills; *User Cordial Interface

This paper reviews the current extent of, research into, and future expectations for the use of online bibliographic retrieval systems by untrained end users rather than by trained search intermediaries. Six sections cover: (1) studies of direct end user searching, done primarily with students or persons in highly technical fields; (2) problems to be addressed before end user access can become common practice, including the variability of search procedures and the user's possible lack of computer, online searching, and information seeking experience; (3) suggested solutions to these problems, including standardization of online search procedures, training of end users, and the development of user-friendly system modifications; (4) methods and systems currently used to train novice online users, including TRAINER, DIATOM, and IIDA (Individualized Instruction for Data Access); (5) current research into user-friendly system modifications, with descriptions of VSS (Vocabulary Switching System), CONIT (COnnector for Networked Information Transfer), IIDA, TSW (The Searcher's Workbench), PaperChase, MICROsearch, CITE (Current Information Transfer in English), and OL'SAM (Online Search Assistance Machine); and (6) projections concerning the future direct use of computer information systems. A 54-item bibliography is provided as well as a 38-item annotated bibliography of ERIC publications and information on how to order ERIC documents. (ESR)

deGrolier, Eric, Comp.
Register of Education and Training Activities in Librarianship, Information Science and Archives = Inventaire des activites de formation dans le domaine de la bibliotheconomie, des sciences de l'information et de l'archivistique = Inventario de las actividades de formacion en la esfera de la bibliotecologia, las ciencias de la informacion y la archivologia.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- ISBN-92-3-002022-2; PGI.81/D.4/AFS
PUB DATE- 82
LANGUAGE- English; French; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Continuing Education; Developing Nations; Foreign Countries; *Grants; *Information Science; Institutes (Training Programs); *International Education; International Organizations; *Library Education; National Organizations; Seminars; Workshops
IDENTIFIERS- *United Nations

This register provides information on information science, librarianship, documentation, and archival science training activities conducted outside regular university courses organized by specialized schools. Based on a December 1980 UNESCO questionnaire survey, the register includes seminars, refresher courses, continuing education courses, and institutes and workshops on specific subjects, and gives particulars on study and/or research grants and travel allowances for study abroad offered by various governments and international institutions and foundations, mainly for the benefit of nationals of developing countries. Descriptions are provided in English, French, and Spanish for 11 United Nations organization activities, 10 intergovernmental organizational activities, and 7 international/non-governmental activities. The remaining 146 activities are sponsored by national organizations and institutions and are described in either English, French, or Spanish, depending on the location of the sponsoring agency or activity. A subject index is provided. This register is intended to complement the "World Guide to Library Schools and Training Courses in Documentation" and the "Newsletter on Education and Training Programmes for Information Personnel." (LMM)

ED 238 455 IR 060 017

Lincoln Senior Elementary Resource Center.
Lincoln Unified School District, Stockton, Calif.

PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demonstration Programs; Educational Media; Junior High Schools; *Learning Resources Centers; Media Specialists; Program Descriptions; *Resource Centers; School Libraries
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: It all comes together in the Resource Center at Lincoln Senior Elementary. New technology and traditional media turn kids into active learners. The action is vibrant yet the purpose is focused. Under the direction of Media Librarian Mike Whelply the Resource Center is the nucleus of the school. It is a teaching and learning center. It is a guidance and integrating agency. It is the place where students and staff focus for extended use of learning time. Students are tutored to identify and locate materials on their own. The self discipline that is encouraged and the opportunity to find information independently support the ideals of life long learning and good citizenship. Staff members consult with Mr. Wheiply in selecting supplemental materials and in planning research assignments which direct students to the rich collection of reference materials. Staff and students have opportunities for producing their own media materials. Mr. Whelply works closely with other school and public librarians in communicating how to best utilize library resources. The Student Body enthusiastically supports the Resource Center by annually donating funds for the purchase of media materials which students request. Parents who attend the annual Open House are impressed with the resources and are enthusiastic about having such a fine facility and collection available for their child's use. Parent volunteers assisted in coding books for the new security system. Student assistants serve at the circulation desk and as audio-visual aides. Special features are: the Career Center where students learn about career options; visits by authors who discuss their writing, stimulating interest in their work and in creative writing assignments; and a micro-computer which students and staff use to learn more about computer literacy, word processing, computer assisted instruction and other applications of computers in education. The Resource Center is the scene of the action. It is an agent of change in a time of reform. It is the heart of the school. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 238 441 IR 050 560

New York State Agency Libraries.
New York State Library, Albany.
PUB DATE- 83
AVAILABLE FROM- Administration Unit, The New York State Library, State Education Department, Cultural Education Center, Empire State Plaza, Albany, NY 12230 (reprints of articles are free). Also, Gift and Exchange Section, New York State Library, Albany, NY 12230 (subscription $1.50 per year: make checks payable to New York State Library).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Agency Cooperation; Cost Effectiveness; Law Libraries; *Library Cooperation; *Library Services; Library Surveys; Oral History; Prison Libraries; Program Descriptions; *State Agencies; *State Libraries; Statewide Planning; Statistical Data
IDENTIFIERS- Higher Education Act Title II; Library Funding; *New York

This quarterly issue focuses on the role of New York state agency libraries in meeting the information needs of state officials and residents. The first four papers include "State Library Agencies: An Overview," based on a 1982 survey with 19 respondents (Lucille C. Whalen); "Extending the State Library's Information Services to State Government" (Jean Hargrave); "History of Information Sharing in New York Government" (Bettina H. Wolf); and "Development and Coordination of Library Services to State Government" (Peter J. Paulson et. al). Profiles of state agency libraries follow, including descriptions of the Department of Health Library (Thomas Flynn), the libraries of the Judicial Branch (Mary S. Burch), the Department of Commerce Library (John J. Kilrain), and the Department of Correctional Services libraries, particularly the Otisville Correctional Facility library (Donald A. Drewett). Robert Allen Carter and Jean Hargrave summarize the March 1982 Department of Social Services Library cost effectiveness study and Ruth Aronson describes the New York State Interagency Information Group (NYSIIG). Also presented are a list of important federal government documents covering New York state statistical subjects (Don Voorhees and David Parish), a preliminary list of oral history and other audiovisual local history resources in the state's public libraries (Joseph W. Palmer), and an assessment of the Higher Education Act (HEA) Title II funds awarded to New York's college and university libraries in 1982 (E. J. Josey). (ESR)

Pink, William T.
Instructional Leadership: The Role of the Administrative Team and Student Achievement.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Assistant Principals; Discipline; *Instructional Improvement; Principals; *School Administration; *School Policy; Secondary Education; *Teacher Administrator Relationship; Teacher Effectiveness; Teacher Morale; Teacher Supervision

In an effort to support the contention that the levels of student achievement and discipline depend more on administrative style and school ethos than on inner city location and/or social class, race, or IQ of students, an investigation was conducted of a single midwestern urban high school. The procedure consisted of observation and interviews of the principal, three vice-principals, and a representative sampling of teachers, individual students, student groups, support staff, and parents, followed by a review of documentation pertaining to instruction. Eleven separate findings are summarized, suggesting that the administrative style of this school is a negative illustration of the above thesis: student achievement scores are declining because administrative policy does not emphasize high expectations for academic improvement. This lack of administrative involvement in instructional leadership results from a lack of interest therein among administrators, a conflict in leadership style between the principal and his three authoritarian vice-principals, too much concern for administrative tasks subject to evaluation, and a low level of faculty confidence in administrative support for instruction and discipline. Structural constraints on administrative power to upgrade the faculty (i.e., affirmative action quotas, the seniority system) are seen to contribute to a steady decline in instructional quality and to hamper any efforts at effective instructional leadership. (TE)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); Ancillary School Services; *Career Awareness; Community Resources; *Disabilities; *Postsecondary Education

The fact sheet, intended for adults and young adults with disabilities, discusses issues to consider in planning for postsecondary education. Readers are urged to assert themselves in the process of planning for and obtaining services. Guidelines for examining career options and personal needs are given as well as practical suggestions for dealing with campus accessibility and transportation features. Students are urged to avail themselves of existing support services, and if they are unavailable, to procure needed services (such as attendants, readers, and taped texts) on their own. Sources of services in the community (such as vocational rehabilitation agencies and centers for independent living) are also discussed. The growing importance of support groups is touched upon. Examples of the kinds of academic adjustments that may be made are seen to include pre-registration, flexibility in class scheduling, test modifications, and special help for students with learning disabilities. (CL)

ED 238 195 EA 016 295

Pink, William T.
Resolving Conflicting Results from Quantitative and Qualitative Methodologies: A Case Study of a Magnet School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Basic Skills; Data Collection; *Educational Assessment; Educational Change; Educational Environment; Elementary Education; Enrichment Activities; Instructional Improvement; Interviews; Magnet Schools; *Research Methodology; Resource Allocation; School Districts; *School Effectiveness; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Effective Schools Research; *Instructional Leadershi

This study adds to the effective schools debate a criticism of existing criteria--based on standardized achievement test profiles--for targeting schools for intervention programs. Qualitative and quantitative methods of gathering data result in conflicting assessments of the magnet elementary school studied as needing or not needing intervention. After analysis of quantitativ data, including standardized district tests in which children generally scored above norms and questionnaires indicating high teacher satisfaction, the school would not be assessed as needing intervention. However, qualitative data, including teacher interviews and classroom observations focusing on the school's "laboratory" enrichment classes, result in a more critical evaluation of the school as a prime target for effective schools intervention. These apparently conflicting findings are interprete as complementary, together providing the detailed knowledge of the school necessary for a funding decision. Generalizations offered districts on data gathering procedures include: collecting data fo each school on key process and content factors such as attendance suspensions, as well as achievement data; gathering qualitative da in as many schools as possible; targeting every school for some intervention; developing school site capacity for self-monitoring; and providing specific additional intervention for schools most in need. (MJL)

ED 238 241 EC 161 158

Balliet, Thomas A.
Learning Disabilities: Program Evaluation, 1982-1983.
Janesville Joint District 1, Wis.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Elementary Secondary Education; Handicap Identification; *Learning Disabilities; Parent Attitudes; *Program Effectiveness; Self Concept

This progress report summarizes evaluation findings for the Janesville, Wisconsin, Learning Disabilities Program for 1982-83, which served 360 students with approximately 27 certified instructors. Past findings are listed for self-concept; teacher, parent, and administrator reactions; identification of LD students; and student achievement. Findings for the current year are in the areas of mainstreaming (e.g., approximately 15% of the LD students decreased the amount of time spent in the LD program) and achievement (e.g., a high level of reading growth has been maintained, spelling growth has increased, and math growth has declined over the past 3 years). The report concludes that student achievement data and survey responses of parents, teachers, and administrators indicate the program is a success. Changes in future evaluation strategies are noted. (CL)

ED 238 257 FL 014 114

Offenberg, Robert M.
An Evaluation of La Salle College's Master of Arts Program in Bilingual/Bicultural Studies (Spanish), 1982-83.
SPONS. AGENCY- Department of Education, Washington, DC.; Tinker Foundation, New York, N.Y.
PUB DATE- Oct 83
GRANT- G00-82-00953
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; College Faculty; *College Second Language Programs; English (Second Language); Federal Aid; Field Experience Programs; Higher Education; Language Teachers; *Masters Programs; *Multicultural Education; Program Evaluation; Second Language Instruction; *Spanish; *Teacher Education; Teaching Methods; Teaching Styles
IDENTIFIERS- *La Salle College PA

La Salle College's three-track Bilingual/Bicultural Master of Arts Program is described and its first operational year (September 1982 - August 1983) is evaluated. Track I served teachers of English as second language, Spanish as a first language, and other classes within bilingual education programs. Track II served students from other fields wishing to develop competence in Spanish: for example, nurses and police with extensive contact with the Spanish-speaking community. Track III served non-degree students, some of whom were educators. All faculty were bilingual in English and Spanish, equal emphasis was given to language, culture, and educational practice, and field experience was part of the program. The program evaluation concentrates on Tracks I and III, funded by Title VII. The classes were found to be more varied than in most graduate programs, with more than one instructional approach used in each course. The languages of instruction were both Spanish and English in all but Spanish language classes. A summer immersion program included language, workshop, and field experience components. The field work involved observation or volunteering at an institution or organization serving a Hispanic clientele. Student evaluations of instruction were generally highly positive, and negative assessments were followed up. Formative evaluation of students' progress indicated most were doing acceptable graduate work, although some would have benefited from help with mechanics such as writing and research skills. The program was generally found to be well-conceived and well-managed, consistent with the philosophy of bilingual education, and successful in helping students meet its goals. (MSE)

ED 238 196 EA 016 296

Marshall, Catherine
Elites, Bureaucrats, Ostriches, and Pussycats: Managing Research in Policy Settings.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Data Collection; *Females; *Field Studies; Human Relations; Interaction; Political Power; *Politics of Education; Power Structure; Researchers; *Research Methodology; Research Problems; Research Skills; *Sex Role; Sex Stereotypes

Female researchers conducting field research in educational politics encounter special problems of access, entry, reciprocity, and ethics. Accordingly, this study focuses first on field research methods in policy settings as a general topic, then on problems specific to women in this area. A researcher must be aware of informal coalitions or networks of influence and power, the posturing and manipulation in policy games, and the special norms and traditions in policy settings. Appropriate ways are therefore proposed for managing role, entry and access, data gathering, reciprocity, ethics, and reporting in such settings. Because these issues must be managed differently at different stages in the research, separate sections are devoted to overcoming initial barriers, the exploratory stage, the focusing/analyzing stage, and methodological issues during the checking/testing phase. Thereafter, a discussion of male-female dynamics, coupled with a review of the pertinent literature and a consideration of women's inherent advantages and disadvantages in such research, leads to recommendations for appropriate role fronts for female researchers. (TE)

ED 238 208 EC 161 124

Ammer, Jerome J.
A Flowchart Guide to Assist Educators in Their Selection of Appropriate Assessment Instruments.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Diagnostic Teaching; *Flow Charts; *Learning Disabilities; Models; Special Education Teachers; *Student Evaluation; Teacher Education; *Test Selection

A model is described that was developed to train future learning disabilities specialists to select and execute diagnostic prescriptive strategies. A series of flowcharts depict the diagnostic-prescriptive model from point of referral, specifying steps for the process in language and readings. The sequence of tasks illustrate critical decisions which must be made and the results of those various decisions. Decisions, portrayed in the charts by triangles, are explained to be based on the teacher's prior training and experience, strategies recommended by the clinic staff, and the initial and changing needs of the client. Among aspects of the process discussed are developing individual educatio programs based on assessment information, reassessing the teaching strategy and student performance, and selecting target skill areas. (CL)

ED 238 226 EC 161 142

Grinder, R. Dale; Forman, Susan Bardellini
Career Planning and Placement Strategies for Postsecondary Students with Disabilities.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 82
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price.- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Annotated Bibliographies; *Career Counseling; *Demonstration Programs; *Disabilities; *Federal Programs; *Job Placement; Organizations (Groups); *Postsecondary Education

The fact sheet is designed to help counselors, teachers, administrators, and disabled students with issues concerning career planning and placement in postsecondary academic and technical schools. The value of early counseling and the importance of encouraging healthy risk-taking are underlined. Model programs at University of California (Berkeley), Southern Illinois University, Gallaudet College (Washington, D.C.), St. Mary's Junior College (Minnesota), and Northeastern University (Massachusetts), are described in terms of innovative strategies. The second section summarizes four federal programs: state and federal vocational rehabilitation programs, Projects with Industry, The President's Committee on Employment of the Handicapped, and the selective placement program developed by the U.S. Office of Personnel Management. Section 3 describes four programs with a national focus:

The National Center on Employment of the Deaf, Job Opportunities for the Blind, Training and Placement Services for persons with epilepsy, and the National Career Development Project. Seven resource persons are identified and addresses given. The final part of the fact sheet is an annotated bibliography for career seekers and career counselors. (CL)

ED 238 242 EC 165 131

Denton, Penny
Fall Activities for the Early Childhood and Special Education Classroom.
New York City Teacher Centers Consortium, NY.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; Bulletin Boards; *Class Activities; Early Childhood Education; Interdisciplinary Approach; Learning Activities; Special Education
IDENTIFIERS- *Holidays; Inexpensive Materials; PF Project; *Seasons

Designed for teachers of early childhood or special education students, this guide contains instructions and illustrations for classroom activities for the months of September, October, and November. Most of the activities involve art projects and many incorporate teaching in other subject areas such as mathematics, language arts, science, and social studies. For September, ideas are given for creating an ongoing bulletin board with a paper doll figure for each child in the class. For October, activities include spray painting over fall leaves, making a Halloween activity chart, making a Halloween necklace, and making Halloween decorations and masks from paper bags. Several teaching and activity ideas using pumpkin seeds are also given. For November, directions are provided for an election day activity, a Native American picture writing activity, a Thanksgiving shape book, and a Thanksgiving bulletin board. (EM)

ED 238 258 FL 014 118

English Teaching Profile: Malaysia.
British Council, London (England). English Language and Literature Div.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrative Organization; Adult Education; Creative Writing; Curriculum Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Government Role; Higher Education; Industry; Instructional Materials; *Language Role; Libraries; Professional Associations; Research; *Second Language Instruction; *Teacher Education; Teacher Supply and Demand; Technical Assistance; Testing; Volunteers
IDENTIFIERS- *Malaysia

The status of the use and instruction of English in Malaysia, where it is a commonly-used second language, is described. The following topics are discussed: (1) the general status and role of English in Malaysian society in recent years; (2) English within the educational system (preschool, elementary, secondary, higher, adult, military, prison, commercial, professional associations, and preservice and inservice teacher education); (3) the production and supply of English teachers; (4) the variety and availability of instructional materials in schools, teachers' colleges, other higher education institutions, public libraries, and bookstores; (5) the administration of English language-related education and testing; (6) the development and planning of English instruction; (7) English outside the educational system; (8) support for English instruction from Great Britain, the United States, Australia, New Zealand, and Canada; (9) commercial opportunities for support; and (10) current research. (MSE)

ED 238 209 EC 161 125

Gibbons, Frederick X.
Stigma Perception and Social Adjustment of Mentally Retarded Perso
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Reports - Research/Technical (143)
DESCRIPTIONS- Adaptive Behavior (of Disabled); Adults; Attitudes;
Institutionalized Persons; *Interpersonal Competence; Labeling (o
Persons); *Mild Mental Retardation; *Social Development

Two studies attempted to assess the effect of the mental retardation label on the formation of social impressions in mentall retarded (MR) adults. In the first study, 123 mildly retarded students, half of whom were institutionalized were interviewed and asked to respond to questions about individuals pictured (some of whom were labeled as MR). Results confirmed expectations that MR persons have negative opinions of others who are labeled as MR, especially concerning estimates of social behavior. In addition, S reported very negative opinions of their opposite sex peer group. the second study, Ss were asked to evaluate themselves on comparabl social dimensions. Analyses of sociability and social adjustment were completed by staff members. Results revealed that physical attractiveness was most closely associated with successful social adjustments for men but not for women, for whom IQ was more closel related to sociability and social outlook. Results suggested that the "ingroup concept" problem among MR persons is directly related to social behavioral problems identified in the research. (CL)

ED 238 227 EC 161 143

Audiovisual Materials.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Annotated Bibliographies; *Attitude Change; *Audiovisual Aids; *Disabilities; Evaluation Methods; Media Selection; Postsecondary Education

The fact sheet presents a suggested evaluation framework for use i previewing audiovisual materials, a list of selected resources, and an annotated list of films which were shown at the AHSSPPE '83 Media Fair as part of the national conference of the Association on Handicapped Student Service Programs in Postsecondary Education. Evaluation guidelines focus on four aspects: depiction of a cross section of disabled people, portrayal of the disabled people's characteristics, evidence of a positive approach to disability, and elements of the format. Five sources of audiovisual material are identified, and three federally funded training programs that have developed media modules for the higher education community are listed. To conclude the fact sheet, 24 films and tapes are briefly summarized (and ordering information provided) for the following topics: access, art, awareness, employment, learning disabilities, recreation, relationships, self defense, sexuality, substance abuse, and women. (CL)

ED 238 243 EC 165 143

Burns, Patricia; Craig, Margaret
Sharpen Your Skills: Literary Braille.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Braille; Elementary Secondary Education; Group Instruction; Guidelines; *Instructional Materials; *Material

Development; Special Education; *Tactile Adaptation; *Textbook Preparation; Training Methods; Visual Impairments
IDENTIFIERS- Braille Code; *Formal Literary Style; PF Project; *Rules and Regulations; Transcription

Designed for braille transcribers and teachers of the visually handicapped, this document presents four short articles about literary braille. Article 1 discusses the changes in the official literary braille code which became effective on October 1, 1980. Article 2 describes problems commonly encountered by students and transcribers. Article 3 focuses on errors frequently found in braille transcriptions. The final article describes the requirements for certification in literary braille and textbook braille transcription, and the use of a group approach for instructing textbook braillists. (LH)

ED 238 317 HE 016 843

Second Annual Equal Postsecondary Educational Opportunity Status Report for the Period July 1, 1981-Fall 1982.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Nov 83

AVAILABLE FROM- Maryland State Board for Higher Education, 16 Franci
Street, Annapolis, MD 21401.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Annual Reports; Black Students; Change Strategies;

*College Desegregation; Degrees (Academic); Educational Objectives; Employment Patterns; *Enrollment Trends; Governing Boards; *Postsecondary Education; *Racial Distribution; *State Colleges; *Statewide Planning; White Students

IDENTIFIERS- *Maryland

The 1981-1982 report on postsecondary desegregation progress in Maryland is presented. The goals of the 1980-85 plan and the status of attainment of the goals are discussed. Data are presented on enrollments, degrees granted, employment, and governing boards. For each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights include the following: black and white high school graduates continued to enter college at similar rates; generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population; statewide, the percentage of black first-time graduate students declined from 13.6 percent in 1979 to 10.2 percent in 1982; statewide there was a significant increase of doctorates awarded to blacks from 2.67 percent in 1979-1980 to 7.7 in 1981-1982; overall, the percentage of black headcount enrollment declined from 18.1 percent in fall 1981 to 17.7 percent in fall 1982. It is noted that there are several governing boards whose membership does not reflec the racial composition of their service areas. Information on progress in meeting the 1985 undergraduate accessibility goals is provided for specific campuses. (Author/SW)

ED 238 303 FL 014 175

Kempler, Daniel; Curtiss, Susan
Selective Preservation of Syntax in Alzheimer's Dementia.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aging (Individuals); *Diseases; *Language Handicaps; *Language Processing; Language Research; Linguistic Theory; Neurolinguistics; Older Adults; Semantics; *Syntax
IDENTIFIERS- *Alzheimers Disease

A study investigating the independence of linguistic abilities fr each other, specifically the separability of syntax and semantics and the autonomy of syntactic abilities, is described. In the study 30 individuals with Alzheimer's disease produced spontaneous conversations, completed sentences eliciting 16 grammatical forms, and when possible, wrote homophones dictated to them. Results showe consistently intact syntactic ability alongside marked deficits in semantic abilities across the three distinct task types. In addition, where it was possible to gauge pragmatic skills, it was found that certain conversational skills such as turn-taking and us of social interaction formulas remained intact while others such as topic maintenance showed significant impairment. This is consistent with research on aphasia showing behavioral and neuropsychological independence of language components. It is concluded that syntactic processes are an autonomous neuropsychological ability separate fro lexical functioning in language production. Further research is under way on the preservation of syntax and semantics. (MSE)

HE

ED 238 318 HE 016 844

Khoury, Robert M.
The Class of 1975: A Retrospective Look at the Mission of IUPUI at Columbus. A Report to Indiana University-Purdue University at Indianapolis, Columbus Campus.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Alumni; *College Graduates; *Educational Benefits; Education Work Relationship; Graduate Surveys; Higher Education; Individual Characteristics; Institutional Research; Questionnaires; Salaries; *School Attitudes; School Surveys
IDENTIFIERS- *Indiana Univ Purdue Univ at Indianapolis Columbus; *Institutional Mission

Results of a survey of alumni of Columbus Campus of Indiana University-Purdue University at Indianapolis are presented. The objective of the investigation of 206 members of the class of 1975 was to determine whether their college experience made a positive difference in their lives. Respondents reported that education, business, and engineering/technology were their most frequently chosen major fields of study at the Columbus Campus. The modal class member was born in Indiana, was between 32 and 41 years old, married, the parent of two children, the resident of a small Indiana city, and a home owner. Nearly one-half of the families surveyed had incomes of more than $25,000 a year, and 14.6 percent had incomes greater than $40,000 per year. More than a third felt that their college education has been invaluable in their life, while another 48.5 percent felt it had helped their life and career, and about 12 percent felt either no impact on their life or negative effects from college attendance. Additional findings, student comments, and questionnaire items and responses are appended. (SW)

ED 238 273 FL 014 138

Finocchiaro, Mary
A Look at Our Profession: Common Concerns, Common Dreams.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communicative Competence (Languages); Educational Strategies; *Language Teachers; *Minority Groups; *Notional Functional Syllabi; Personality Traits; Research Needs; *Second Language Instruction; *Second Language Learning; Teaching (Occupation)

An experienced teacher of English as a second language (ESL) laments the lack of dialogue between ESL and other foreign language teachers and outlines some of her concerns about the foreign language teaching profession, including the lack of strong linguistic theory to replace the earlier structural emphasis, unrealistic methodologies, incomplete teacher education, absence of collaboration with classroom teachers on research studies and textbook development, and a general lack of recognition of classroom teachers' efforts. Four emphases for the future of foreign langauge education are proposed: serious consideration, and adaptation where necessary, of the communicative or functional-notional approach; elevation of education courses and research to a position of greater respect in the university; study of the effects of learners' personality variables on language acquisition in order to match personality traits with teaching strategies; and greater responsiveness on the part of schools to the needs and aspirations of minority groups. A global approach to education, expanding and extending cultural pluralism, is seen as a way to help students understand. (MSE)

ED 238 274 FL 014 139

Carton, Dana
Traversing the Language "Gateway": The Passport Lesson.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Class Activities; Dialogs (Language); Higher Education; *Instructional Materials; *Records (Forms); Secondary Education; *Second Language Instruction; *Student Developed Materials; Travel; Vocabulary Development

IDENTIFIERS- *Passports

A classroom activity using passport forms that students fill out themselves by interviewing classmates is described. The passport lesson is structured to be self-contained, presenting all necessary structures and vocabulary for successful functioning within the unit. It may be used any time during the language program to reinforce an aspect of the established curriculum or introduce practical, conversational vocabulary and is appropriate for secondary, postsecondary, and adult education settings and every level of difficulty, with modifications for the intended audience. In the classroom, the lesson is introduced by a brief conversational period in which students are asked personalized questions about themselves. Their replies are chosen from a teacher-prepared list, and related grammatical points can be covered. Students are then assigned partners to interrogate, and proceed to fill in the necessary information on passport forms. Finally, the students give the completed passports to their partners and ask them to verify the information noted. New partners may be assigned or students can work in groups of three or four for more conversation. The completed forms can be saved for future classroom use in another context. (MSE)

ED 238 275 FL 014 140

Snyder, Barbara; DeSelms, Carolann
Personal Growth Through Student-Centered Activities.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Objectives; Classroom Communication; *Classroom Techniques; Empathy; *Individual Development; Lesson Plans; Peer Relationship; *Second Language Instruction; Self Esteem; Student Attitudes; *Student Centered Curriculum; *Student Development; Values Clarification

Although the social-emotional development of students is an important goal of schools, and foreign language education is generally intended to be a humanistic pursuit valuing the appreciation of others' cultures and the similarities and differences among people, these objectives are not always translated into classroom practice. The link between personal growth and cognitive achievement appears in much research, and practices and procedures exist to create the interactional conditions necessary for personal growth in the foreign language classroom. The classroom atmosphere promoting such growth is one in which the student is recognized as [illegible] individual and his contribution in the target language is valued. Several levels of planning are required: textbook activities, whole-class activities, and homework assignments can all be personalized to elicit meaningful student participation. In addition, activities promoting self-esteem and interpersonal acceptance can be used at both beginning and more advanced levels. These may include activities for forming one's own values, sharing ideas with others, and recognizing and respecting the values of others. The goals of education for personal growth are self-confidence, communication, and respect for others' ideas and values. (MSE)

ED 238 289 FL 014 154

Collier, Catherine
Introduction to Language. Linguistics 101.
Kuskokwim Community Coll., Bethel, Alaska.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Assignments; *Bilingual Education Programs; *English;
*Eskimo Aleut Languages; Grading; Higher Education; Introductory
Courses; *Language Teachers; *Linguistics; Multicultural Education
Second Language Instruction; *Teacher Education; Testing
IDENTIFIERS- *Yupik

The syllabus of an introductory course in linguistics intended as foundation for studies in bilingual/bicultural education, Alaskan native languages, and anthropology is presented. The course was designed for a program for teachers of Yupik as a second language. The course objectives are to introduce students to the internal structure of language and the relationship between language and culture. Analyses of English, Yupik, and some other languages are included. The course consists of six units of readings and assignments: (1) introduction to language (linguistics and related disciplines, communication); (2) language, culture, and change (including dialects); (3) introduction to phonemes and phonetics (including the international phonetic alphabet); (4) articulatory phonetics (articulation, contoids, vocoids, stress, pitch, intonation); (5) introduction to morphemes and morphology (includin some semantics); and (6) language analysis. Each unit has questions and/or activity assignments in addition to readings, and the final examination is included in the course materials for student preview Illustrations and a glossary are included. (MSE)

ED 238 290 FL 014 155

Collier, Catherine
Teacher's Supplement to Accompany the Yup'ik-as-a-Second Language Curriculum.
Kuskokwim Community Coll., Bethel, Alaska.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bilingual Education; Bilingual Instructional Materials; *Class Activities; *Classroom Techniques; *Cultural Enrichment; Dialogs (Language); Educational Games; Elementary Secondary Education; English; *Eskimo Aleut Languages; Pattern Drills (Language); *Second Language Instruction; Vocabulary Development
IDENTIFIERS- *Yupik

This supplement to the Yup'ik as a Second Language (YSL) curriculum developed in 1976 was written to give new teachers directions for some of the earlier materials and provide supplementary materials and techniques for experienced teachers. Suggestions are made for modifying the elementary level oriented materials to suit secondary school students. The supplement is organized by lesson components rather than by detailed individual lessons. The recommended general format for lessons includes: introductory vocabulary, phonemes, vocabulary development, drills, dialog, songs, cultural enrichment, commands, and games. Each of these lesson elements is treated in a separate chapter which gives classroom techniques, notes on the Yup'ik language for the teacher's use, and examples of classroom activities and drills. Two concluding chapters describe and illustrate classroom action and card games. (MSE)

ED 238 291   FL 014 157

Brumfit, Christopher, Ed.
Learning and Teaching Languages for Communication: Applied Linguistics Perspectives.
Centre for Information on Language Teaching and Research, London (England).
REPORT NO.- ISBN-0-903466-69-4
PUB DATE- 83
AVAILABLE FROM- Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTIONS- *Applied Linguistics; Classroom Communication; Cognitive Style; *Communicative Competence (Languages); Course Evaluation; *Curriculum Development; Educational Television; Educational Theories; English; Evaluation Methods; Foreign Countries; Interaction; Intonation; Language of Instruction; *Secon Language Instruction; *Testing
IDENTIFIERS- British Association for Applied Linguistics

The papers include: "Applied Linguistics and Comunicative Language Teaching" (Christopher Brumfit); "Evaluation of the East Midlands Graded Assessment Feasibility Study" (Elaine S. Freedman); "Aspects of Standardisation within a Communicative Assessment Syllabus" (Nicola Lees); "Experimenting with Interaction" (Roy Dunning); "The Evaluation of a 'Communicative' French Course" (Brian Parkinson); "The Teacher's Use of First Language and Foreign Language as Means of Communication in the Foreign Language Classroom" (Rosamond Mitchell); "Discourse in a Television Language Teaching Programme: Implications for Learning" (Thomas Bloor); "Yes, But What Do You Mean by 'Communication'?" (John L. M. Trim); "Defined Syllabus: Crutch or Straitjacket" (Brian Page); "Contrastive Pragmatics and the Foreign Language Learner's Personality" (William T. Littlewood); and "Speaking English with the Appropriate Degree of Conviction" (Janet Holmes). (MSE)

ED 238 304 HE 016 599

Tourigny, Ann Ward; LaFrance, Shawn V.
Baccalaureate Health Administration Graduates: A Decade Review.
Association of Univ. Programs in Health Administration, Arlington, VA. Task Force on Undergraduate Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 83
AVAILABLE FROM- Association of University Programs in Health Administration, 1911 North Fort Myer Drive, Suite 503, Arlington, 22209 ($10.00, prepaid; $11.05, purchase order).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; Administrator Responsibility *Administrators; *Allied Health Occupations Education; *Bachelors Degrees; Educational Background; Education Work Relationship; Employment Experience; Employment Level; *Employment Patterns; Graduate Surveys; *Health Services; Higher Education; Individual Characteristics; Occupational Surveys; Questionnaires; Salaries; *Undergraduate Study

Results of a 1981 survey of graduates of baccalaureate health administration programs are presented. An initial information gathering survey of reputed college programs in health administration, the Health Administration Program Survey, was conducted to develop a listing of baccalaureate recipients in healt administration. A questionnaire, the Baccalaureate Graduates Survey was mailed and completed by 1,170 graduates. In addition, a telephone survey of selected nonrespondents was undertaken. Researc objectives were as follows: (1) to identify personal characteristics, academic background, work experience, and current employment status; (2) to detect employment patterns of those graduates who are currently employed in the health field; and (3) t assess health-related positions currently held by graduates, specifically in terms of titles, locations, organizational information, areas of responsibility, type and level of positions, and salaries. An additional objective was to assess the views of health administrators concerning the knowledge and skills needed to function successfully in health-related organizations. Appendices include questionnaires and a list of participating institutions. (S

ED 238 305 HE 016 600

Zelman, William N., Ed.; And Others
Health Care Financial Management: Curriculum Objectives and Bibliography.
Association of Univ. Programs in Health Administration, Arlington, VA.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 83
AVAILABLE FROM- Association of University Programs in Health Administration, 1911 North Fort Myer Drive, Suite 503, Arlington, V 22209 ($10.00, prepaid; $11.50, purchase order).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accounting; *Allied Health Occupations Education; *Bibliographies; Capital; *College Programs; Course Content; *Curriculum Development; *Educational Objectives; Financial Policy; Financial Services; *Health Services; Higher Education; *Money Management; Prerequisites; Program Descriptions

Curriculum objectives for health care financial management, a bibliography and examples of financial management curricula are presented. The outline of curriculum objectives identifies a core of knowledge and skills in financial management that health administration students might obtain in their academic training. The outline's content is divided into six areas: financial accounting, cost/management accounting, rate setting, working capital management, long-term financial planning, and obtaining and servicing capital. The bibliography consists of over 1,000 citations primarily for the period of 1976 through the fall 1982 and is presented in two formats: by relevant section of the objectives outline, and alphabetically by author. As a further aid to faculty, an appendix is provided that includes descriptions of financial management components of six illustrative health administration programs. Each of the descriptions contains the following information: the relationship of the financial management curriculum to each program's overall course and content sequence; prerequisties in the financial management area; and a brief description of health care financial management courses. Relevant course outlines for health care financial management courses are also included. (SW)

Crichton, Anne, Ed.; Neuhauser, Duncan, Ed.
The New Epidemiology--A Challenge to Health Administration. Issues i
Epidemiology for Administration.
Association of Univ. Programs in Health Administration, Arlington, VA.
REPORT NO.- ISBN-0-914904-84-1
PUB DATE- 82
AVAILABLE FROM- Association of University Programs in Health Administration, 1911 North Fort Myer Drive, Suite 503, Arlington, V 22209 ($12.95, prepaid; $13.95, purchase order).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Education; *Allied Health Occupations Education; *Community Health Services; Course Descriptions; Disease Control; *Disease Incidence; Health Needs; *Health Services; Higher Education; *Planning; Public Health; Public Policy
IDENTIFIERS- *Epidemiology

The role of epidemiology in health administration is considered i 11 articles, and three course descriptions and a bibliography are provided. Titles and authors include the following: "The Need for Creative Managerial Epidemiology" (Gary L. Filerman); "The Growing Role of Epidemiology in Health Administration" (Maureen M. Henderson, Robin E. Scott MacStravic); "The Public Policy Impetus

Toward the Epidemiological Approach to Health Planning and Administration" (Robert A. Chernow, David A. Pearson); "The Place and Content of Epidemiology in the Education of Health Planners/Administrators (Anne Crichton); "The Importance of Epidemiology in the Training of Health Planners" (J. Mark Elwood); "Integrating Epidemiology and Health Services Administration: A New Program At Yale University" (John D. Thompson); "An Epidemiologic Perspective for Managers" (K. Michael Peddecord); "The Marketing-Epidemiology Interface" (Roberta N. Clarke); "The Integration of Decision Analysis and Epidemiology in the Education of Health Administrators" (Rebecca Fuhrer); "The University of Toronto's Course in Community Health Appraisal Methods: One Course for All Community Health Professionals" (Raisa B. Deber); and "Information for Health Care: An Epidemiological Perspective" (Kerr L. White). (SW)

ED 238 210 EC 161 120

Maynard, Marianne
Cross-National Issues Related to Labor and Leisure Participation of
People with Disabilities.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Cross Cultural Studies; *Disabilities; *Employment; *Foreign Countries; *Leisure Time; *Normalization (Handicapped); Rehabilitation; Vocational Rehabilitation
IDENTIFIERS- Canada; England; Poland; Sweden

The paper examines the impact of a disability on an individual's lifestyle and addresses ways in which several countries are attempting to integrate disabled people in work leisure pursuits. The economic, personal, and social effects of disability are noted from research. Among the social/environmental barriers to full integration in work and leisure considered are legal, physical, and attitudinal obstacles. The freedom to work and participate in leisure is seen as more accepted in other western industrial societies than in the United States. Policy declarations of such groups as the United Nations Educational, Scientific, and Cultural Organization, and Rehabilitation International on the full participation of disabled people in work and leisure are cited. Examples of work practices in Sweden, Poland, and England and of leisure practices in Sweden and Canada are described as examples o efforts in integration. (CL)

ED 238 211 EC 161 127

Carpenter, Linda
Communication Disorders in Limited- and Non-English Proficient Children.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Communication Disorders; Elementary Secondary Education; *Incidence; *Limited English Speaking; Professional Education; Speech Therapy; *Therapists

The study investigated the status of clinician services to limit and non-English proficient (LEP/NEP) children with communication disorders. Surveys of speech/language pathologists, school districts, and professional organizations were undertaken. Results revealed the prevalence by type of communication disorders (langua disorders were the most prevalent), the proportion of LEP/NEP children served by speech-language clinicians (LEP/NEP students comprised approximately 20% of the caseload), and changes in the number of LEP/NEP children needing service (an increase is noted i

the last 3 to 5 years). More than half of the clinicians reported non-English language knowledge, although few possessed full fluenc in another language. While evaluations were conducted in the home language, therapy was provided in English with no help from interpreters or translators. Clinicians reported that inservice training helped them provide bilingual special education, and extension of such district-level inservice is recommended. The nee for resources on therapy content issues was identified. Areas of needed research were pinpointed regarding the relative benefit of therapy in English vs. the child's home language, expected outcome of therapy, and appropriate techniques. (CL)

ED 238 212 EC 161 128

Stanley, Julian C.
"When Two Strong Men or Women Stand Face to Face..."
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- Curriculum Development; *Educational Needs; Enrichmen
*Gifted; *Talent

The speech given at the awards ceremony of the Midwest Talent Search Project, addresses gifted and talented students about issues in their education. The speaker urges students to be assertive in fighting curricular inflexibility and to understand the complementary functions of acceleration enrichment. He discusses th benefits of summer courses sponsored by the Study of Mathematically Precocious Youth. The paper concludes with 10 suggestions, includin a justification of public school services for gifted and talented students, the importance of supplementary activities and summer residential academic courses, the value of college-level advanced placement examinations, the need for post-graduate education, and the opportunity to receive a well-rounded education. (CL)

ED 238 169 EA 016 267

Mawdsley, Ralph D.; Permuth, Steven P.
Legal Problems of Religious and Private Schools.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Publications, National Organization on Legal Proble
of Education, 5401 S.W. Seventh Street, Topeka, KS 66606 ($9.95 plu
$1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090
DESCRIPTIONS- *Compliance (Legal); Copyrights; Court Litigation;
Elementary Secondary Education; *Federal Regulation; Government
School Relationship; *Legal Problems; *Legal Responsibility;
*Parochial Schools; *Private Schools; Torts
IDENTIFIERS- Age Discrimination Act 1975; Age Discrimination in
Employment Act 1967; Equal Pay Act 1963; Rehabilitation Act 1973

Selected legal problem areas for sectarian and nonsectarian priva
schools that have generated substantial litigation and frequent questions from nonpublic school administrators and faculty are discussed. Major topic headings include tort liability, constraints on student and faculty discipline, governing board liability, governmental regulation of nonpublic schools, federal antidiscrimination legislation, and practices and limitations of copyright law. Each major heading is followed by a series of subheadings to facilitate use. (TE)

ED 238 182 EA 016 281

Gilchrist, Richard; Sanders, Hugh A.
Implementing Computer Technology in School Systems.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adoption (Ideas); Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Educational Technology; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Rural Schools; Tables (Data)
IDENTIFIERS- *Alberta

This study develops a model for introducing computers into the schools of the County of Grande Prairie, Alberta (Canada), and by extension into any small school system. Data were gathered from three sources: questionnaires to superintendents and school staff, onsite visits to schools needing computer instruction, and literature on the issues and strategies involved in introducing computers into instruction. The data covered information on the present use of computers (both instructional and noninstructional) in Alberta schools, current school policies on instructional computer use, distribution of computer software and hardware, existing teacher inservice programs in computer use, and training and interest among county school staff in using computers. The authors then create a model for introducing computers into small schools by focusing on the goals of computer-assisted instruction, on the budgeting considerations, and on possible issues arising in school board policy. Referring specifically to the County of Grande Prairie, they discuss the system's constraints, priorities, and policies affecting the introduction of computers; moreover, they note problems in the scheduling and budgeting of computer use and criteria in the evaluation of computer implementation. (JW)

ED 238 197 EA 016 297

Intriligator, Barbara A.
In Quest of a Gender-Inclusive Theory of Leadership: Contributions from Research on Women Leaders in School Unions.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior; Incentives; *Leadership Qualities; Motivation; Sex Differences; *Sex Role; *Sex Stereotypes; Teacher Associations; *Unions

Current research on women leaders has concentrated on four themes, all of which have been treated in terms of male-oriented leadership theory. Some studies have concentrated on social and psychological differences between men and women leaders, while a second group notes workplace attitudes toward stereotyped male and female traits. Both of these types of studies have lacked measures of leadership effectiveness. However, a third group, considering the inequities facing women leaders, has broken through male-oriented leadership studies. But the most productive studies of women leaders have identified general leader behaviors and skills and have shown no significant differences between effective male and female leadership. Using specific behaviors found to be common among effective leaders of either sex, a new study examines school union leaders, male and female, to determine the skills they rated highest in their jobs, their motives and incentives, and their reasons for choosing union rather than school administration. Men and women, it was found, agreed on essential skills in leadership and on most incentives; however, a majority of women, unlike male counterparts, found union leadership attractive because they could remain in teaching. (JW)

Intriligator, Barbara A.
New Ways of Planning for New Realities: The Collaborative Option.
PUB DATE- 26 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Cooperative Planning; Cooperative Programs; *Coordination; *Educational Cooperation; Elementary Secondary Education; Formative Evaluation; *Institutional Cooperation; Organizational Communication; Resource Allocation
IDENTIFIERS- *Regional Educational Service Agencies

With the federal role in education changing rapidly, regional education agencies are best suited to engage in school improvement efforts by designing cooperative arrangements among other educational organizations. Although planning such a collaborative interorganizational relationship (IOR) seems to require both appropriate structures among member organizations and methods of communication that encourage shared decision-making, a sample of IOR's in Massachusetts shows that the interaction processes were of more importance than organizational structures in determining a collaborative relationship. The type of coordinating structure chosen for an IOR depends largely on the extent of school system input in the decision-making process. Although resources available to member organizations can also be coordinated to save money and improve service, such cooperation requires clearly specified units of exchange and terms of reciprocity. Moreover, each organization's domain must be specified in problem-solving activities of collaborative IOR's. (JW)

ED 238 228 EC 161 144

Miller, Michael D.; Ottinger, Donald R.
Examination of the Efficacy of a Mother-Completed Questionnaire Form of the Home Observation for Measurement of the Environment (HOME) Inventory.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *High Risk Persons; Infants; Observation; Parent Attitudes; Parent Child Relationship; *Prediction; *Questionnaires; Test Use; Young Children
IDENTIFIERS- Home Evaluation Questionnaires; Home Observation for Measurement of Environment

In an attempt to determine the variables that best predict HOME (Home Observation for Measurement of the Environment) scores, a measure for identifying young at-risk children, 52 mothers of infants completed questionnaires based on HOME. Clinical observation of mother-child interaction was also performed. The questionnaire was found to be significantly correlated with the HOME but the observational assessments were not found to increase the predictive ability of the questionnaires (HEQs-Home Evaluation Questionnaires). Analysis of HEQ's predictive ability revealed that HEQ added significantly to the amount of HOME variance predicted by status variables alone. Further, the HEQ was able to discriminate between low and high HOME scores among the 52 families, most particularly among families suspected to be at risk due to mother's educational attainment or family's social status level. HEQ's advantages in terms of ease of administration were noted. (Sample HEQ and HOME forms are appended.) (CL)

ED 23[illegible] 213 EC 161 129

Sadowski, Barbara R.
Developing Remedial Mathematics Strategies.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; Elementary School Mathematics;
*Learning Disabilities; *Remedial Mathematics; *Subtraction

The paper describes strategies for remediating mathematics difficulties (particularly the process of regrouping or "borrowing" in whole number subtraction) in children. Three interrelated aspect of the process (the meaning of subtraction, understanding of non-standard numerals, and the function of the subtraction algorithm), are considered. The set-subset model for learning subtraction, in which children manipulate concrete objects in an illustration of the part-whole inclusion relationship, is describec The difficulties facing children with reversal problems in dealing with value concepts are noted. The part-total terms is illustrated as one way of teaching the subtraction algorithm, while the comparison model is viewed as an alternative approach. The author suggests that parents and teachers should be wary of computer materials designed for learning disabled children. (CL)

ED 238 214 EC 161 130

Walter, Gail A.
Special Education Programs in District 27: Teacher Activity, Student Activity, Student Time on Task, and Program Structure.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Development; *Disabilities; Elementary Education; Learning Activities; Paraprofessional School Personnel; *Program Evaluation; *Resource Room Programs; Special Classes; Teacher Role; *Time on Task

The report summarizes a year long observational study of special education programs in one district's 12 elementary schools (Queens, New York). Data were gathered using observational time samples of teacher, student, and paraprofessional activity and student time on task; descriptive notes of the classroom context; ratings of 15 dimensions of instruction; and teacher questionnaires. It was found that the resource room program was, on average, significantly more effective than the self-contained special education program in terms of teachers' more effective use of time, greater opportunity for individual contact between student and teacher, and greater time on task. Individual seatwork was the most frequent student activity in special education, and this trend was accompanied by a de-emphasis on teacher-led lessons. Selection and implementation of appropriate curriculum varied across groups. Some techniques (including contingent reinforcement, teaching for generalization, and use of self-correcting materials) were rarely observed. In general, paraprofessionals were not used wisely. Comparisons were made between students in resource rooms and their nonhandicapped peers. A series of thirteen recommendations were made based on findings, including expansion of the resource room program, de-emphasis of individual seatwork, and clarification on the role of paraprofessionals. (CL)

ED 238 184 EA 016 283

Rawers, Lois J.
Precision Teaching: Advancing Student Achievement through Daily Dril
and Measurement.
Oregon School Study Council, Eugene.
PUB DATE- May 83
AVAILABLE FROM- Publications, Oregon School Study Council, Universit
of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Charts; Demonstration Programs; Drills (Practice); Elementary Education; *Inservice Teacher Education; *Instructional Innovation; Instructional Materials; Mathematics Instruction; *Precision Teaching; *Program Implementation; Reading Instruction; Remedial Instruction; Special Education; Student Evaluation; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Great Falls Precision Teaching Project; National Diffusion Network Programs; *Oregon (Jefferson County)

After reviewing the conceptual bases and practical application of precision teaching, this analysis traces its evolution as the Sacajawea Plan, reports on its implementation in central Oregon school districts, and details the costs and procedures of adoption. Developed by Ogden Lindsley from B. F. Skinner's work in operant conditioning and extended through the Applied Behavioral Analysis methodology, the Great Falls Sacajawea Project comprises: (1) a screening procedure to identify students with basic academic skill deficiencies; (2) a means of continuously measuring student performance in basic skills necessary for learning; (3) a method for charting daily performance; (4) techniques for making decisions from charted performance; and (5) instructional support. The Great Falls Demonstration Project evaluated the effectiveness of precision teaching through a controlled study of six schools, and the project's developers concluded that the techniques produce statistically significant results inexpensively and are helpful to special and regular education students regardless of economic level. Interviews with Oregon teachers who participated in implementing precision teaching techniques in mathematics and reading instruction confirm that charting procedures were generally less rigidly followed after the initial year. Cited as factors in successful implementation are teacher dedication, administrative support, and economic conditions. Sample charts are appended. (MJL)

ED 238 183 EA 016 282

Semi-Annual Report to Congress: April 1, 1983-September 30, 1983; No. 7. (Submitted pursuant to Public Law 95-452).

Office of Inspector General (ED), Washington, DC.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Federal Programs; Government School Relationship; Higher Education; Management Development; Public Agencies; *Student Loan Programs
IDENTIFIERS- Department of Education; Guaranteed Student Loan Program

This semiannual report of the Department of Education's Office of Inspector General summarizes the office's activities in auditing and investigating abuses in the use of federal monies in education and in improving the management of federally funded programs. The audits for a 6-month period ending September 30, 1983, are graphed and significant audits highlight[illegible] the resolution of audit reports and the total recovered funds [illegible] also noted. A survey of investigations tallies the numbers of cases, indictments, convictions, and restitutions involving Department of Education programs and recounts the results of significant investigations. Major management improvement efforts, which identified problem areas and recommended changes in wasteful or fraudulent procedures, are reviewed for their contributions to the department's internal efficiency. The appendixes include a guideline for the public on eliminating fraud and waste in federal education programs and a 6-month compilation of the audits on Education Department programs. (JW)

ED 238 199 EA 016 299

Intriligator, Barbara A.
The Cycle of Special Education Policy: Implications for Policy Research.
PUB DATE- 26 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Policy; Elementary Secondary Education; *Formative Evaluation; *Policy Formation; Program Implementation; Program Improvement; Special Education
IDENTIFIERS- *Education for All Handicapped Children Act; *Policy Implementation

Although Public Law 94-142 (Education for All Handicapped Childre Act) raised public awareness of the civil rights of the handicapped the policy problems that it was intended to solve included more tha civil rights issues. In particular, the law did not provide for modifications of its policies in improving public education opportunities for handicapped children. A critique of policy implications and lessons of P.L. 94-142 is possible by examining th law under the categories of policy formation, implementation, evaluation, and termination. Some laws, such as P.L. 94-142, may reflect only one perception of educational problems and thus become prescriptive. Moreover, the procedures for implementing policy ofte are defined after the fact; in the case of P.L. 94-142, problems of interagency cooperation and appropriate local strategies have surfaced. Policy evaluation, which in theory should oversee the implementation process, may often be neglected due to lack of data or to public opposition to elements of the originally formulated policy, as has occurred with P.L. 94-142. Finally, policy termination, little discussed by educational policy-makers, should be considered even in the policy formulation stage; neglect of such considerations may account for dissatisfation with P.L. 94-142. (JW

ED 235 215 EC 161 131

Willing, Kathlene R.
A Descriptive Study of a Select Group of Learning Disabled Children
Their Family Backgrounds, Attentional Patterns and Interpersonal
Styles.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports -
Research/Technical (143)
DESCRIPTIONS- Adolescents; *Attention Control; Drug Therapy; *Famil
Relationship; Foreign Countries; Hyperactivity; Interpersonal
Relationship; Interviews; *Learning Disabilities; Secondary
Education; *Student Characteristics; Young Adults

The study examined the family backgrounds, attentional patterns, and interpersonal styles of 20 Canadian learning disabled (LD students (10-22 years old). Using the Test for Attentional and Interpersonal Styles and a questionnaire, 94 family members, including the 20 Ss, were interviewed. Although no strong familial patterns of import were revealed, several patterns emerged, including the following: LD Ss showed definite attentional overload patterns; more mothers than fathers of LD Ss showed similar attentional overload, and more mothers also reported more family members with such problems; attentional overloads of hypoactive Ss were more pronounced than hyperactive Ss; a high incidence of allergies was found to exist in the Ss; and medication-responsive S were heterogeneous in terms of age, sex, and activity level. (Questionnaire and test instrument are appended.) (Author/CL)

ED 238 259 FL 014 119

Ferrer, Jami; Werner de Poleo, Patty
Bridge the Gap: A Guide to the Development of Acquisition Activities Targeting Grammar and Meaningful Communication.
REPORT NO.- ISBN-0-88084-074-9
PUB DATE- 83
AVAILABLE FROM- Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545 ($9.95)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Class Activities; *Communicative Competence (Languages); English (Second Language); Form Classes (Languages); *Grammar; Instructional Materials; Models; *Pattern Drills (Language); Patterned Responses; *Second Language Instruction; Verbs

The instructional techniques and materials for classroom use presented are based on a three-tiered model for the practice of grammatical structures that avoids the common problem of trying to elicit normal, spontaneous conversation. Situations are devised that by their nature tend to evoke only particular structures. The first tier of the model consists of highly controlled exchanges requiring a simple two-part communication between teacher and student. The second tier prompts controlled yet somewhat longer exchanges requiring four to six parts. Activities in the third tier stimulate open-ended communication allowing for maximum student input, creativity, and autonomy whether in large groups, small groups, or pairs. Activities are grouped in tiers within these categories: imperative be + there is/are/was/were, present continuous, past continuous, future, future continuous, simple present, simple past, present perfect, present perfect continuous, modals, participles, clauses, and infinitives and gerunds. A list of references and resources is included. (MSE)

ED 238 244 EC 165 144

Tate, Barbara H.

Sharpen Your Skills: Print Format Problems. Textbook Format Braille.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Braille; Elementary Secondary Education; Guidelines; *Instructional Materials; Material Development; Problem Solving; Special Education; *Tactile Adaptation; *Textbook Preparation; Visual Impairments
IDENTIFIERS- PF Project; Rules and Regulations; *Textbook Errors; Transcription

Designed for braille transcribers and teachers of the visually handicapped, this document presents an article about textbook format braille. The article presents some recurring print format problems and suggested solutions for dealing with them. Topics include special page numbering systems, the use of tab indexes, the preferred format for transcribing handbooks and expanded glossaries, rules for respelling, and a word about intentional errors on tests. (LH)

Financial Report of Ontario Universities, 1982-83. Volume I--Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-176-9
PUB DATE- Dec 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Budgeting; Educational Finance; *Expenditures; *Financial Support; Foreign Countries; Higher Education; *Income; Operating Expenses; *Resource Allocation; *School Funds; *State Universities
IDENTIFIERS- Canada; *Ontario

Fiscal year 1982 data on the total revenue and expenses and changes in fund balances of the 21 provincially-assisted universities of Ontario are presented. The presentation of information using consistent categories and definitions for all universities and colleges in Ontario is explained. In addition to financial data for each institution, summary information for all schools on a consolidated basis is included. Statistical tables cover the following: actual revenue by source and type of fund, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, and general funds in appropriated fund balances. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. Details concerning the appropriated reserves of the universities' ancillary enterprise are also included. For the first time, information is provided on a gross basis on treatment and rehabilitation funds provided by the Ontario Ministry of Health. These data reflect the funds that cover the salaries of geographic full-time faculty and that are flowed through the teaching hospitals to the five universities with medical and dental faculties. (SW)

ED 238 345 HE 016 873

State Board for Higher Education Consolidated Capital and Operating Budget Recommendations and Appendices, FY 1985.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Nov 83
AVAILABLE FROM- State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgeting; *Capital Outlay (for Fixed Assets); College Faculty; College Libraries; Enrollment Trends; Expenditures; Fees; Higher Education; *Income; *Operating Expenses; Research Projects; *Resource Allocation; School Funds; School Maintenance; School Security; *State Aid; State Boards of Education; *State Colleges; Student Financial Aid; Tuition
IDENTIFIERS- *Maryland

The Maryland Board for Higher Education's consolidated capital and operating budget for fiscal year 1985 for higher education institutions and agencies is presented. Recommendations of the Board are summarized, and the status of higher education funding is briefly discussed. Methods of funding institutional budget requests for the capital and operating budgets are considered, along with factors that the Board assessed in making its recommendations. Data are included on expenditures by institution for desegregation. Extensive statistical tables for each state college provide information on the following: a comparison of institutional funding requests and Board recommendations; objects of expenditure and revenues by fund source, 1983, 1984, and 1985; percent change in objects of expenditures; expenditures and number of positions by program; actual and estimated headcount enrollment; number of full-time equivalent faculty; faculty scholarly output; number of research projects completed; number and amount of research grants received; number and amount of outstanding National Direct Student Loans; tuition and mandatory charges, number and amount of grants/scholarships and loans for undergraduate and graduate students; library transactions and professional positions; plant operations; and public safety. (SW)

ED 238 360 HE 016 898

Newcomb, Betty
Affirmative Action. AGB Pocket Publications. No. 12 .
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- Feb 81
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($3.50, nonmembers; $1.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Responsibility; *Affirmative Action; *Compliance (Legal); Educational Opportunities; *Equal Opportunities (Jobs); Governing Boards; Government School Relationship; Higher Education; Racial Discrimination; Selective Admission; Sex Discrimination; *Trustees

The history of affirmative action, current requirements, myths concerning these requirements for higher education, and the responsibilities of college trustees are considered. Affirmative action is defined as follows: steps taken to ensure that there is nondiscrimination and equal opportunity in employment and educational programs; result-oriented steps taken toward the elimination of barriers for protected classes; steps taken by order of a compliance agency or the courts; and steps taken by an institution with no history of overt discrimination. Myths include the following: universities have had funds stopped for noncompliance with regulations; the federal government requires employers to fill quotas for women and minorities; white males are being systematically discriminated against in favor of less qualified women and minorities; the federal government requires that professional schools give preferences in admission to minorities; and women are not discriminated against. It is suggested that trustees' responsibilities include the following: establishing a commitment to equal opportunity, requiring that affirmative action become an important part of institutional practices, and including the views of women and minorities in institutional decision-making. (SW)

ED 238 373 HE 016 913

Chait, Richard P.; Taylor, Barbara E.
Academic Affairs Committee. AGB Standing Committee Series No. 2 .
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($3.50 nonmembers; $1.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Education; Budgeting; *College Programs; *College Role; *Committees; *Educational Policy; Educational Quality; Employment Practices; *Governing Boards; Higher Education; Meetings; Personnel Policy; *Trustees
IDENTIFIERS- *Academic Affairs Committees

The responsibilities and functioning of an academic affairs committee of a college governing board are described. It is noted that the responsibilities of the academic affairs committee involve monitoring the relationship between mission and strategy in the academic realm. The following responsibilities of the committee are discussed: the educational program is consistent with institutional mission and strategy, the academic budget reflects academic priorities, faculty personnel policies and procedures are equitable and supportive of academic priorities, academic programs are appropriate to the institution's students, and the quality of academic activities is evaluated. The staffing and agenda for the committee and the committee's access to information are also considered. The specific issue of whether to appoint nonvoting faculty or student members to the committee is addressed, along with the role of the institution's chief academic officer, and typical agenda items. Eight reference documents are identified. (SW)

ED 238 387 HE 016 928

Bedsole, Dan T., Ed.
Critical Aspects of Faculty Development Programs. Proceedings of the Invitational Seminar on Faculty Development (Sherman, Texas, April 25-26, 1983).
Austin Coll., Sherman, Tex. Center for Program and Institutional Renewal.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Faculty; Contracts; Endowment Funds; *Faculty Development; Faculty Evaluation; *Financial Support; Higher Education; *Instructional Improvement; Midlife Transitions; Philanthropic Foundations; Preretirement Education; Program Development; *Sabbatical Leaves; *Teacher Retirement
IDENTIFIERS- Austin College TX; Gordon College MA

Proceedings of the 1983 Invitational Seminar on Faculty Development are presented. Focal areas included funding of faculty development and program development, the history and issues concerning faculty development, career development plans and growth contracts, the special needs from the period of midcareer to retirement, the context and overall assumptions for faculty development, programs for the improvement of teaching, and the expanded use of sabbaticals and study leaves. Papers and authors include the following: "Endowment Support" (J. Scott Buchanan); "Foundation Support" (Philip C. Winstead); "Fifteen Plus One Lowcost Faculty Development Ideas" (Willaim C. Nelsen); "Faculty Development: Applying What We Have Learned for the Important Years Ahead" (William C. Nelsen); "Faculty Development at Gordon College" (Richard F. Gross); "Austin College's Experience" (Charles R. Barr); "Retirement Planning for the Eighties" (Kevin C. Brown); "The Ten Years before Retirement as a Transition (Edward H. Phillips); "The Glorious Privelege of Being Independent" (W. Todd Furniss): "Being Professional Academically" (R. Eugene Rice); "Peer Consultation" (Joe E. Elmore); "Mini-grants and Workshops" (Philip C. Winstead); "Use of Leaves and Other Resources to Maintain Vitality" (R. Eugene Rice); and "Scheduling for More Frequent Sabbaticals" (Glenn R. Bucher). A summary of the seminar, a seminar program schedule, and a list of participants are included. (SW)

ED 238 319 HE 016 845

Bumpus, J. Frank
Career Vitality of Professors: A Cognitive Restructuring Model.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *College Faculty; Depression (Psychology); *Faculty College Relationship; *Helplessness; Higher Education; Individual Power; *Locus of Control; Self Concept; Teacher Attitudes; *Teacher Morale; Teaching Conditions; Work Attitudes

An attributional model that conceptualizes the pressures that reduce professors' personal and career vitality is presented. The model is based primarily on the locus of control literature and especially the reformulated model of learned helplessness by Lynn Abramson, Martin Seligman, and John Teasdale. The analysis deals only with the cognitive component in conceptualizing aspects of mild, subclinical depression likely to be experienced by professors. It is suggested that self-devaluing perceptions from the basis of feelings of learned helplessness or uncontrollability. Perceived loss of control may be linked to decreased numbers of students enrolling in one's courses, a feeling of malaise about one's discipline, or a felt loss of prestige from peers. It is proposed that crises or states of imbalance in the lives of adults can serve as viable bases for future development, and that efforts to enhance development should be structured to enable individuals to use crises as opportunities for growth. Such growth may be conceptualized as restructured perceptions of causes, or attributions, of uncontrollability. It is recommended that a number of institutional policies that could be examined in view of the attributional model include: early retirement, employment after retirement, leaves without pay, sabbaticals, off-campus consulting, and "growth contracting" or "professional development plans." (SW)

ED 238 320 HE 016 846

Report by the SBHE Task Force on Student Financial Aid. Postsecondary Education Research Reports.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- 3 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Career Choice; College Attendance; College Choice; Economic Climate; Financial Aid Applicants; *Financial Needs; Higher Education; Labor Needs; *Scholarships; *State Aid; *Statewide Planning; Student Attrition; *Student Financial Aid; Tuition
IDENTIFIERS- *Maryland

Goals of student financial aid programs in Maryland as well as student financial needs are discussed, based on the work of the Financial Aid Task Force of the Maryland State Board for Higher Education. Task Force recommendations are also provided. Four goals for student financial aid programs are discussed: to insure access for qualified entering and continuing students in higher education, to provide choice among types of institutions, to encourage high-ability students to attend college in Maryland, and to encourage students to prepare themselves to enter fields where a scarcity of trained personnel exists. Information is provided on applications for financial aid for 1983-1984 in the General State Scholarship programs; financial aid funds available compared with changes in tuition and fees and certain economic indicators; and the relationship between financial aid and attrition rates. The Task Force concluded that a minimum of $5.6 million more in state financial aid is needed to promote the state's goals. Additional recommendations are offered concerning the state scholarship program, initiation of new programs, work-study programs, and teachers in areas of critical shortage. (SW)

ED 238 332 HE 016 859

Financial Report of Ontario Universities, 1982-83. Volume II--Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-177-7
PUB DATE- Dec 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Budgeting; *Church Related Colleges; Educational Finance; *Expenditures; *Financial Support; Foreign Countries; Higher Education; *Income; Operating Expenses; Private Colleges; *Resource Allocation; School Funds; *Universities
IDENTIFIERS- Canada; *Ontario

Fiscal year 1982 data on the total revenue and expenses and changes in fund balances of the 22 affiliated or federated colleges, universities, and seminaries of Ontario are presented. The information is presented using consistent categories and definitions for all universities and colleges in Ontario. In addition to financial data for each institution, summary information for all schools on a consolidated basis is included. Statistical tables cover the following: combined revenue and expense and changes in fund balances, actual revenue by source and type of fund, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, general funds in appropriated fund balances, percentage analysis of total expenses by type of fund and institution, percentage of operating expenses by object of expense by institution, percentage of operating expenses by functional area by institution, and general fund changes in appropriated fund balances. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. Details concerning the appropriated reserves of the universities' ancillary enterprises are also included. (SW)

ED 238 346 HE 016 874

Broyles, Susan G.
Fall Enrollment in Colleges and Universities, 1981.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- National Center for Education Statistics, 400 Maryland Avenue, S.W. Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Attendance; College Freshmen; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Part Time Students; Private Colleges; Professional Education; Public Schools; Sex Differences; *Student Characteristics; Two Year Colleges; Undergraduate Students

Data on U.S. 1981 college and university enrollments and trends for the past few years are presented. Information is provided on enrollment in institutions of higher education by control and level of institution, student sex and age, and full- or part-time attendance status of students. Specific data include: enrollment of first-time freshmen in U.S. colleges and universities, by control and level of institution; undergraduate, graduate, and first-professional enrollments by type of institution, attendance status, and sex; enrollments for each state by level, attendance status, and sex; enrollments in public and private institutions for each state; enrollment in the 100 largest public institutions; and full-time equivalent and part-time enrollments. Highlights include the following: enrollment in all colleges and universities continued to increase in 1981; two-year institutions accounted for the majority of the overall enrollment growth in 1981; women continued to enroll at a faster rate then men; and private institutions reported slightly higher rates of growth in 1981 than did public institutions. Appendices include information on the study methodology and institutional classifications. (SW)

ED 238 361 HE 016 900

Paltridge, James Gilbert; And Others
Self-Study Criteria for Governing Boards of Independent Colleges and Universities. Revised.
Association of Governing Boards of Universities and Colleges, Washington, D.C.; California Univ., Berkeley. Center for Research and Development in Higher Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 83
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($15.00, nonmembers; $4.50, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Campus Planning; *Check Lists; College Planning; College Role; Conflict Resolution; Educational Policy; *Evaluation Criteria; Financial Support; Governance; *Governing Boards; Higher Education; Interprofessional Relationship; Money Management; *Private Colleges; Questionnaires; *Self Evaluation (Groups); *Trustees

Criteria for self-study by private college governing boards are presented. For each criterion, questions are presented, along with three response options: "yes," "no," and "do not know or can not judge." A response option for judging the board's overall performance on each criterion is also included. In addition, brief introductory comments for each criterion are presented. The criteria are as follows: institutional mission and educational policy, institutional planning, physical plant, financial support and management, board membership, board organization, board/chief executive relations, board/faculty relations, board/student relations, and court of appeal. A checklist designed to help board members assess the extent to which they have absorbed their roles and institutions is also presented, which covers the trustee's background and traits, knowlege of the institution, board and committee meetings, fund-raising and public relations, and other concerns. Finally, the following considerations are addressed by open-ended questions: issues that have most occupied the board's time and attention during the past year; one or two successes of the board; and shortcomings of the board's organization or performance. (SW)

ED 238 374 HE 016 914

Kaiser, Harvey H.
Buildings and Grounds Committee. AGB Standing Committee Series No. 1 .
Association of Governing Boards of Universities and Colleges. Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($3.50 nonmembers; $1.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; Building Operation; *Campus Planning; Capital Outlay (for Fixed Assets); *College Buildings; *Committees; *Educational Facilities Improvement; *Governing Boards; Higher Education; Meetings; Operating Expenses; Resource Allocation; *School Maintenance; Trustees

The responsibilities and functioning of a college trustee committe on buildings and grounds (i.e., physical plant/campus development) are described. Specific tasks of the committee include: ensuring the adequacy and condition of capital assets; developing and keeping current physical planning policies for land, buildings, and equipment; providing new structures; rehabilitating or removing older structures as dictated by general board policies; and controlling plant debt and assuring adequate levels of funding for plant maintenance. After specifying the membership of the committee, it is recommended that the committee's meeting agenda cover: condition of plant, resource allocation, major repairs and renovations, capital construction, and real estate. Two sample agendas for board meetings are provided. The financial problems facing higher education and the resulting deferral in renewing capital assets are briefly addressed. The committee's responsibilities are discussed, including information that can be provided by four approaches: a facilities audit of condition and adequacy, physical planning policies, renewal or replacement, and funding of current plant operations and maintenance and capital improvements. Seven reference documents are identified. (SW)

ED 238 388 HE 016 929

Report by the Task Force on Student Financial Aid.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Nov 83

AVAILABLE FROM- Maryland State Board of Higher Education, 16 Francis Street, Annapolis, MD 21401.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Budgets; College Attendance; Financial Aid Applicants; *Financial Needs; Government Role; Government School Relationship; Higher Education; Position Papers; *Scholarships; *State Aid; *State Boards of Education; Student Costs; *Student Financial Aid; Work Study Programs

IDENTIFIERS- *College Costs; *Maryland

A summary of the 1983 report of Maryland's Financial Aid Task Force is presented that identifies four goals for student financial aid programs and provides statistical findings, interpretations, and recommendations. It is noted that the Task Force focused on the level of student financial need and the appropriate role of the state in meeting this need. Analysis of the adequacy of student support was estimated by using an average minimum cost necessary for a student to attend college. Recommendations are offered regarding the following existing programs: the General State Scholarship Program, the Distinguished Scholar Program, the Proprietary School Program, the Professional School Program, and the Delegate Scholarship Program. The establishment of a College Work Study program and the creation of merit-based scholarships to encourage students to become teachers in areas of critical shortages are also recommended. (SW)

ED 238 229 EC 161 145

Blackard, M. Kay; Barsh, Elizabeth T.
Reaching Out: Achieving Community Involvement with Developmentally Disabled Children: A Step by Step Approach.
REPORT NO.- ISBN-0-911227-00-8
PUB DATE- 82

AVAILABLE FROM- Willoughby Wessington Publishing Co., P.O. Box 911, Mercer Island, WA 98040 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Developmental Disabilities; Elementary Secondary Education; *Parent Participation; *Parent Role; *Public Speaking
IDENTIFIERS- *Parent Speaker Program

Intended for parents of developmentally disabled children, the handbook provides information on speaking to community groups. The parent speaker program is designed to correct public misconceptions about disabilities, help people learn more about disabilities, and share practical information. The first section of the handbook provides basic information on mental retardation, epilepsy, autism, and cerebral palsy; reviews myths and stereotypes; and highlights aspects of federal laws and financial assistance. Suggestions for delivering the basic talk are offered. The second section includes fact sheets on mental retardation, cerebral palsy, autism, epilepsy, blindness, and deafness. Each fact sheet considers incidence, etiology, characteristics, management and resources. The third section lists resources for specific disabilities. Suggestions for getting started as a parent speaker touch upon making contact with the community and reaching out to other parents. Appended is a guide designed to help establish parent speaker programs. (CL)

ED 238 260 FL 014 121

Brown, Cheryl
Requests for Specific Language Input: Differences between Older and Younger Adult Language Learners.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Adult Learning; Adult Students; *Age Differences; Curiosity; *Inquiry; Middle Aged Adults; Religious Cultural Groups; *Second Language Learning; Spanish; Student Interests; Student Motivation; Success; Vocabulary Development; Young Adults

A study of the kinds of requests for foreign language information made by adult students of Spanish, and a comparison of the kinds of inquiries made by students aged 19 to 23 and those over 55 years, are reported. The objective was to learn more about what language learning processes are contributing to the difference in success of the two groups. The subjects, part of a larger study, were training as missionaries for the Church of Jesus Christ of Latter-Day Saints. The older missionaries, although highly motivated, have historically had more difficulty with language training. The students kept journals about their language learning, and their topics were analyzed according to the amount of requests for "input," or specific requests for more information. The results showed the younger students talked about input more than four times as much as the older students. Older adults' requests for changes in instructional elements accounted for over ten times as much journal content. Analysis of classroom inquiry showed the younger learners asked more about vocabulary and the older learners requested complete phrase repetition more often. It is suggested that: (1) older learners do not focus on input in language learning as much as younger learners do; (2) while younger learners are more concerned with what they are responsible for learning, older learners focus on its presentation; (3) there may not be a significant difference in individual requests per class; and (4) younger learners are more specific in their requests for input. (MSE)

ED 238 230 EC 161 146

Meyen, Ed; And Others
Mainstreaming a Multicultural Concept into Special Education:
Guidelines for Special Education Teacher Trainers.
Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE),
Washington, D.C.
PUB DATE- 80
GRANT- G007905328
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- Cultural Awareness; *Disabilities; Faculty Development
Higher Education; *Multicultural Education; *Preservice Teacher
Education; *Special Education, *Teacher Education; Teacher Workshop

The handbook provides a rationale and suggestions for incorporatin multicultural components into special education teacher preparation curricula. The model was developed from an analysis of the University of Kansas's special education department. The rationale centers on the need to understand and appreciate diversity and the importance of individual teachers infusing a personal response to cultural pluralism into instruction. The process model begins with an analysis of the existing courses in terms of multicultural emphases and a listing cf objectives and activities to facilitate awareness, knowledge, and skills in multicultural understanding. A workshop model is then proposed for sharing information from the curriculum analysis with faculty members. Strategies for involving faculty members in decision making are considered, and a suggested workshop format is offered. Steps in insuring adoption and approval of the multicultural concept are outlined to allow for progress monitoring. Responsibilities of the steering committee and staff are delineated along with aspects of professional growth and program evaluation. (CL)

ED 238 245 FL 014 012

Parsons, Adelaide H.; Perdreau, Cornelia

Faculty Handbook: Ohio Program of Intensive English.

Ohio Univ., Athens. Ohio Program of Intensive English.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Course Descriptions; *English (Second Language); Faculty Handbooks; Foreign Students; Higher Education; *Intensive Language Courses; *Language Teachers; Orientation Materials; Program Descriptions; Second Language Instruction; *Teacher Orientation; Team Teaching
IDENTIFIERS- PF Project

Designed for faculty who are new to the Ohio Program of Intensive English (OPIE), this handbook is intended as an orientation and basic reference guide. The OPIE is described as a program established at Ohio University in 1967 to offer intensive or semi-intensive English language training for non-native speakers who need English for academic study at an American college or university and/or who will use English in their employment. Details of the OPIE's mission, organization, staff, students, and curriculum are followed by descriptions of classes and textbooks, the language laboratory, faculty responsibilities, teaching associate (TA) training and responsibilities, student testing and placement, and English tests used in the program. Instructions for proctoring the Michigan Test Battery, guidelines for scoring written compositions by skill level, and details of team teaching in the OPIE are described. Further information covers orientation of students to American culture and to life at an American university, extracurricular opportunities, professional teacher organizations, faculty/administrative contract benefit information, program policies and procedures, student attendance and performance policy, and merit evaluation and reappointment procedures for TA's. Forms are included for teacher evaluation of students, TA's, and textbooks and for student evaluation of classes, teachers, and textbooks. (JW)

ED 238 276 FL 014 141

Walker, Ronald W.
Situations for Communication: Growth in Competence and Confidence.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advanced Courses; *Class Activities; Committees; Communication Skills; *Communicative Competence (Languages); Decision Making; German; Higher Education; International Law; *International Relations; Leadership; Meetings; *Role Playing; *Second Language Instruction; *Simulation; Values Clarification
IDENTIFIERS- Colorado State University

Activities designed for a fourth-year college German class involving role-playing and simulation of either real or realistic situations are described and explained. The situations are developed in genuine communicative settings encouraging dynamic exchange of ideas and opinions. Examples of simulations presented include a United Nations Security Council meeting following declaration of Polish martial law, courtroom proceedings in a real case investigating the death of a teenaged West German apartment squatter, and a selection committee for a real award (e.g., the Nobel Prize) or one invented by the instructor. The simulations require substantial preparation on the part of both teacher and students, but once they are under way, the instructor does not comment on conversational errors. However, the entire exercise is later examined in class, using audio tapes, and errors are corrected and discussed. The interactional nature of the exercises promotes exchange of ideas, information, and feelings within the target language. Grading can be done from the actual exchange or from the tapes, and can consider student preparation, communication, number of contributions to the discussion, value and pertinence of contributions, and mechanical errors. (MSE)

ED 238 277 FL 014 142

Oates, Michael D.; Hawley, D. C.
Real Language: A Gateway to Cultural Identification.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Assignments; Audiotape Recordings; *Class Activities; *Culture Contact; Immersion Programs; Interviews; Listening Comprehension; Native Speakers; Newspapers; *Oral Language; Role Playing; *Second Language Instruction; *Student Motivation; Travel Videotape Recordings; Weekend Programs; Writing Exercises; *Writte Language

It is proposed that student motivation can be maintained and enhanced when teachers combine authentic oral and written language with activities leading the student to identify with sympathetic individuals in the target culture. Suggested activities, emphasizin language training at the intermediate level, include interviewing native speakers, work in listening comprehension based on unrehearsed videotaped and audiotaped conversations, use of a newspaper, and opportunities for students to "show off" cultural lexical and syntactic material both in and out of class. In-class practice involves skits, individual presentations, and compositions Out-of-class activities include impromptu exchange with teachers an others, language weekends, and opportunities for longer immersion both at home and abroad. (MSE)

ED 238 292 FL 014 158

Seelye, H. Ned
Teaching Culture. Strategies for Intercultural Communication.
PUB DATE- 84
AVAILABLE FROM- National Textbook Company, 4255 W. Touhy Ave., Lincolnwood, IL 60646-1975 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- Attitude Change; Behavioral Objectives; Biculturalism; Class Activities; *Classroom Techniques; Cross Cultural Studies; *Cultural Education; *Cultural Interrelationships; *Cultural Pluralism; Culture Conflict; *Educational Objectives; Educational Strategies; Inquiry; Interpersonal Communication; Measurement Techniques; Second Language Instruction; Student Motivation; Teaching Methods; *Testing

Based on the assertion that language and culture study are best brought together when the teacher is effective in the affective as well as cognitive and skills domains, teaching strategies and activities are presented that combine specific teaching techniques and ideas with other human and cultural resources in and out of the classroom. Chapters discuss: when and in what language culture should be taught; what "culture" refers to and its connection with language; approaches to understanding how societies evolve different ways to satisfy their needs; seven goals of cultural instruction; performance objectives for each of the seven goals; developing effective learning activities for each of the performance objectives; two techniques to sensitize students to the miscommunication accompanying interaction with those of another culture (empathetic literature and minidramas); three techniques for teaching cultural concepts (culture assimilators, culture capsules, culture clusters); approaches to helping students ask significant questions; measuring shifts in attitude toward the target culture; stresses and challenges of biculturalism; and suggestions for implementing a curriculum fostering intercultural communication. An extensive bibliography is included. (MSE)

ED 238 293 FL 014 159

Ranwez, Alain D.; Rodgers, Judy
Foreign Languages and International Studies Assessment in Colorado Schools K-12 Programs and Higher Education. Final Report.
Colorado Commission on Higher Education, Denver.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Curriculum Development; Educational Assessment; *Educational Needs; Education Work Relationship; Elementary Secondary Education; Higher Education; *Industry; *International Studies; School Business Relationship; *Second Language Instruction; State Surveys; *Statewide Planning
IDENTIFIERS- *Colorado

A survey assessing the status of foreign language and international studies instruction in Colorado in elementary, secondary, and higher education, and the needs of the international business community for individuals trained in these areas, is presented. Teachers and administrators at each of the three levels were surveyed. Response rates were high for the elementary and secondary levels 81 and 75% respectively), but low for higher education (27%). A separate survey instrument was used for each academic level, but all inquired about language programs currently available and recently discontinued; language program preferences; foreign language and cultural training and skills possessed and used professionally; support from faculty, administrators, and parents; program content and emphases; and attitudes toward international awareness. In addition, the higher education survey asked about enrollment and enrollment trends, graduate study, program rationale, admission and graduation requirements, foreign students, study abroad, and related interdisciplinary programs. The questionnaire used for businesses focused on the individual business' need for foreign language and/or cross-culturally skilled employees and the availability of such employees. Results are tabulated and discussed, and specific recommendations are presented for instructional and program improvement at each instructional level. (MSE)

ED 238 307 HE 016 602

Halstead, D. Kent, Ed.
Higher Education: A Bibliographic Handbook, Volume II.
National Inst. of Education (ED), Washington, DC.
PUB DATE- May 81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Persistence; Ancillary School Services; Annotated Bibliographies; Campus Planning; *College Administration; College Admission; College Curriculum; *College Faculty; College Libraries; *College Planning; College Presidents; Community Colleges; Computer Oriented Programs; Educational Finance; Educational Technology; *Higher Education; Institutional Advancement; Institutional Research; Lifelong Learning; Professional Education; Space Utilization

Higher education topics that pertain to the individual institution are addressed in this annotated bibliography, which primarily covers publications issued during 1968-1980. In addition, introductory descriptions of each topic and outlines of subtopics are provided. The 20 major topics and the compilers for each topic are as follows: admission/articulation/retention (Robert G. Cope), business administration (D. Francis Finn), campus and building planning (Alan C. Green), community colleges (Arthur M. Cohen), computing services (Charles Mosmann), curriculum (Arthur W. Chickering), educational communication and technology (James W. Brown), faculty (Kenneth P. Mortimer and Everett C. Ladd), health science education (Stanley W. Olson), institutional advancement--public affairs (James L. Fisher), institutional financing and budgeting (Eric V. Ottervik), institutional management (Barbara S. Uehling), institutional planning and studies (Bernard S. Sheehan), leadership and the presidency (David D. Henry), libraries (Duane E. Webster), lifelong learning (Richard E. Peterson), private career schools--proprietary education (Jack F. Tolbert), space management and projection (Harlan D. Bareither), student affairs (Arthur Sandeen), and teaching and learning (Wilbert J. McKeachie and Stanford C. Ericksen). Author and title indexes and a list of publishers are included. (SW)

ED 238 308 HE 016 641

Lovell, Susan, Ed.
The College Cost Book, 1983-84. Fourth Edition.
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
REPORT NO.- ISBN-0-87447-160-5
PUB DATE- 83
AVAILABLE FROM- College Board Publications Orders, Box 886, New York, NY 10101 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Budgeting; Check Lists; College Applicants; Comparative Analysis; Eligibility; Fees; Financial Aid Applicants; Financial Needs; Higher Education; *Money Management; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Records (Forms); *Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- *College Costs

A step-by-step guide to paying for college is presented that tells how and where to apply for financial aid, lists expenses at 3,200 schools and colleges, and shows how to estimate financial need. The book also describes how a student can manage money more effectively in order to live on a limited budget; tells how some students and families stretch their resources and cut the costs of education; helps families develop a personal financing plan and timetable for putting together the necessary resources; discusses recent changes in federal aid programs and eligibility requirements; shows how to apply to federal, state, local, and private agencies that administer financial aid; and provides information on colleges that offer tuition and fee waivers and special tuition payment plans (e.g., by credit card). Simple charts and worksheets are used throughout. Also included are sample financial aid forms, a bibliography of aid sources, a glossary of educational terms, and a financial aid application checklist. (LB)

ED 238 231 EC 161 147

McKnab, Paul
Special Education Personnel Attrition in Kansas, 1976 to 1982: A Summary of Attrition Rates and an Analysis of Reasons for Quitting.
Emporia State Univ., Kans.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 83
GRANT- G008101693
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Labor Turnover; *Special Education Teachers; State Surveys; *Teacher Persistence
IDENTIFIERS- *Kansas

The study was intended to determine how many special education personnel in Kansas were not returning each year and their reasons for leaving. Attrition tables were developed for each school district and for the total state via analysis of computer data tapes for the years 1976-1983. Reasons for termination were analyzed from the viewpoints of special education directors as well as of personnel. Extensive statistical data are reported showing local and state attrition rates. Rates were relatively constant for the five years from 1977 to 1982. Rates are presented for 24 categories, including adaptive physical education, administration, gifted, and early childhood education. Problems in data analysis are noted. Sections 2 and 3 report data on reasons for termination and on the individuals' willingness to return to special education. Family relocation (including moving, maternity and marriage) was the largest category cited as reason for leaving. Of those personnel citing many reasons for not returning, lack of administrator support and paperwork burdens were frequently reported as major problems. (CL)

ED 238 261 FL 014 122

Hatch, Elke J.
Focus on the Verb: Practical Suggestions for a German Conversation Class.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Techniques; Communicative Competence (Languages); *Conversational Language Courses; *Discussion (Teaching Technique); Error Patterns; *German; Higher Education; Listening Comprehension; *Second Language Instruction; Sentence Structure; Student Experience; *Verbs

The use of discussion about students' vacations on the first day of a third-year college level conversational German class is analyzed. The discussion imitates a common conversational situation. Many students at this level tend to fall into use of the present tense, attempting few other tenses at first, and research shows that Germans consider correct verb form and placement very important in main clauses. The technique used here to elicit and practice the present and present perfect tenses in a conversational situation is to ask questions concerning present or future time requiring an answer in the present tense, and concerning past time and requiring an answer in the present perfect tense. Students are required to reduce their complex ideas to simple forms and gain early fluency at this level. Examples are given of the use of this method in guided conversations in the classroom, and it is suggested that students both enjoy and profit from this group practice. (MSE)

Gray-Richards, Barbara; Kirley, Elizabeth
English for the Health Sciences: Special Projects Report.
Vancouver Community Coll., British Columbia.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Continuing Education Div.
PUB DATE- Mar 83
AVAILABLE FROM- Vancouver Community College, King Edward Campus, 1155 E. Broadway, Box 24620, Station C, Vancouver, British Columbia V5T 4N3
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Allied Health Occupations; *Certification; *English for Special Purposes; Failure; Foreign Countries; Higher Education; *Language Proficiency; *Needs Assessment; State Licensing Boards
IDENTIFIERS- *British Columbia

A study assessing the need for English instruction to increase the proficiency of nonnative speakers taking licensing examinations in 24 health sciences in British Columbia is described. Ten areas of study are reported: groups of potential learners, language screening used before the licensing examinations, why nonnative speakers fail the licensing examinations, the finding of general rather than technical language deficiencies, statistics about the licensing examinations, suggested resources for upgrading the skills of failed candidates, the interest of licensing bodies in language instruction, sources of space and funding, a survey of training institutions, and interviews with failed candidates. Recommendations are that: (1) a curriculum be developed and tested in a pilot program, (2) licensing bodies keep records on nonnative speakers applying for licensure, (3) closer liaison be established between licensing bodies and institutions offering such testing and upgrading facilities, (4) institutions offering health sciences programs test oral and written English proficiency of candidates, (5) these tests distinguish proficiencies in general and technical language, (6) records of Vancouver Community College's English Language Assessment candidates be reviewed to assist those planning careers in the health sciences, and (7) licensing boards consider pre-immigration language evaluation. (MSE)

ED 238 321 HE 016 847

Davis, Junius A.; And Others
The Anatomy of Institutional Development for Higher Education Institutions Serving Students from Low-Income Backgrounds. Executive Summary
Research Triangle Inst., Durham, NC. Center for Educational Studies.
SPONS AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
REPORT NO.- RTI/2102/08-01A
PUB DATE- Oct 83
CONTRACT- 300-80-0834
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Ancillary School Services; Black Colleges; *College Administration; *College Programs; *Developing Institutions; Educational Finance; *Federal Aid; Higher Education; *Improvement Programs; Institutional Evaluation; Low Income Groups; Private Colleges; Program Effectiveness; State Colleges; Two Year Colleges
IDENTIFIERS- *Higher Education Act Title III

A study of the dynamics of institutional development for colleges and universities serving low-income students is summarized. Specific study objectives were as follows: to determine the general factors associated with the direction of development (growth, stability, stagnation or decline) for institutions receiving substantial support from Title III of the Higher Education Act; to identify developmental activities that seem to be serving their function well, in terms both of federal intent and institutional needs and purpose; to ascertain the types of impacts and consequences that these activities might have on institutional condition; and to identify the factors associated with positive impact and consequences. Twenty publicly-controlled and 32 privately-controlled institutions were selected randomly from those with prime Title III grants effective in the 1981-1982 academic year. This sample included 27 traditionally black and 24 nonblack institutions, and 10 two-year and 41 four-year institutions. Each institution was asked to nominate up to 12 development activities that had made a positive difference with activities to be drawn from each of three areas: fiscal, administrative, and educational and support program improvement. Findings at the institutional level and at the activity level are summarized. (SW)

ED 238 322 HE 016 848

Davis, Junius A.; And Others

The Anatomy of Institutional Development for Higher Education Institutions Serving Students from Low-Income Backgrounds. Final Report.

Research Triangle Inst., Durham, NC. Center for Educational Studies.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

REPORT NO.- RTI/2102/08-01F

PUB DATE- Oct 83

CONTRACT- 300-80-0834

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Ancillary School Services; Black Colleges; Case Studies; *College Administration; College Programs; *Developing Institutions; Educational Finance; Evaluation Criteria; *Federal Aid; Federal Legislation; Higher Education; *Improvement Programs; Institutional Characteristics; Institutional Evaluation; *Low Income Groups; Private Colleges; Program Effectiveness; Questionnaires; State Colleges; Two Year Colleges

IDENTIFIERS- *Higher Education Act Title III; Institutional Survival

The final report of an investigation of colleges and universities that received substantial support through Title III of the Higher Education Act is presented. The objective was to determine the significant accomplishments that could be associated with the federal or other external investments. Site visits and case studies were undertaken with a sample of 51 institutions, with special attention to selected developmental activities. After an overview of the study, the history of Title III, and the nature of institutional development, characteristics of the sample institutions and development activities are described. Attention is also directed to criteria for selecting institutions that are viable or vulnerable, and factors that influence development. Additional analyses cover a structure for defining and viewing developmental activities as a unit of analysis, and the ways activities may contribute to the broader institutional viability specified by Title III. Finally, the interactions of fiscal, management, and program activities, and implications for Title III are discussed, as are special issues and a model for development. Information on the study methodology, an executive summary, current Title III legislation and regulations, and questionnaires are appended. (SW)

ED 238 278 FL 014 143

Sacco, Steven J.; Marckel, Beverly G.
Beyond Reading: Developing Visual Literacy in French.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Culture Contact; *French; *Periodicals; Reading Assignments; *Reading Games; *Reading Instruction; *Reading Material Selection; *Second Language Instruction; Visual Literacy

Reading can and should be a more widely used foreign language skill, and visual literacy in a foreign language goes beyond comprehension of basal reading materials. Authentic, real-life reading need not wait for foreign language mastery, but can begin at an early level if materials geared to the students' prior knowledge and interest are chosen. An essential skill is the ability to read for a variety of purposes: skimming, scanning, reading for thorough comprehension, and critical reading. It is the teacher's role to provide an atmosphere rewarding the student for taking risks, to give prereading guidance by activating students' prior knowledge or building deficient background knowledge, and to provide subskill practice such as cognate recognition and contextual guessing. Often materials can be found in the classroom, and activities can be developed based on the four purposes of reading. Possible materials include want ads, newspaper and magazine articles, cartoons, recipes, postcards, movie reviews, and baby pictures. (MSE)

ED 238 294 FL 014 160

Shaw, A. M.
What Dictionary to Use? A Closer Look at the "Oxford Advanced Learner's Dictionary," the "Longman Dictionary of Contemporary English" and the "Longman Lexicon of Contempory English."
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTIONS- *Bilingualism; Comparative Analysis; Culture; Dialects; *Dictionaries; *English (Second Language); Higher Education; Idioms; Illustrations; *Information Retrieval; *Language Usage; Pronunciation; *Second Language Instruction; Student Needs; Syntax; Verbs; Word Lists

Three dictionaries are compared for their usefulness to teachers of English as a foreign language, teachers in training, students, and other users of English as a foreign language. The issue of monolingual versus bilingual dictionary format is discussed, and a previous analysis of the two bilingual dictionaries is summarized. Pronunciation symbols, use of the syntactic codes, and problems of lexical collocation are examined. The "Longman Lexicon" is considered separately, and several earlier reviews and criticisms are addressed. It is concluded that the "Lexicon" has uses for the student and teacher that go beyond the capabilities of the dictionaries and many other references. (MSE)

ED 238 309 HE 016 650

Lane, Marcia S., Ed.
Health Services Administration Education, 1983-85.
Association of Univ. Programs in Health Administration, Arlington, VA.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 82
AVAILABLE FROM- Association of University Programs in Health Administration, 1911 North Fort Myer Drive, Suite 503, Arlington, VA 22209 ($10.00, prepaid; $11.50, purchase order).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Education; Admission Criteria; *Allied Health Occupations Education; *Bachelors Degrees; College Applicants; College Programs; Degrees (Academic); Directories; *Doctoral Programs; Enrollment Trends; External Degree Programs; Foreign Countries; *Health Services; Higher Education; *Masters Programs; Nontraditional Education; Program Descriptions; Student Financial Aid
IDENTIFIERS- Canada; United States

Up-to-date information on Canadian and U.S. baccalaureate, master's, nontraditional, and doctoral programs in health services administration is presented. After an introduction to the field, information about accreditation for health services administration programs is provided. For U.S. and Canadian baccalaureate and master's programs, each entry includes the name and address of the program, program goals, and information on admission requirements, application procedures, financial assistance, program length, number of students enrolled, placement activities, and estimated first-year expenses for the 1982-1983 school year. Similar information is provided for doctoral-level programs. Program listings for nontraditional (off-campus, external degree) programs cover program descriptions, admission and degree requirements, credit for experiential and/or prior learning, and contact persons. Supplemental information includes the following: new entrants and degrees granted by health services administration and related educational programs; full-time faculty; and professional society membership for health services administrators. Lists of overseas programs in this field and listings of U.S. and Canadian programs alphabetically by province and state are provided. (SW)

ED 238 262 FL 014 123

Galeano, Karen

Mother Goose in the ESL Classroom.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Childrens Literature; Class Activities; Classroom Techniques; Elementary Education; *English (Second Language); Imagination; *Instructional Materials; *Intonation; Reading Material Selection; *Role Playing; *Second Language Instruction; Vocabulary Development
IDENTIFIERS- *Mother Goose; Rhyme; Rhythm

Mother Goose is well suited to use in the elementary ESL classroom for several reasons. The stories appeal to children's imagination, adhering to the principle that a good story should have surprise value, interesting characters, meaningful conflict, action, and realism. The natural rhythms help develop English intonation, and the stories reinforce rhyming skills and stimulate discussion. Mother Goose stories are an important part of our children's culture and also adult literature. They can be used for role playing, involving the whole child in learning. Other potential classroom uses include vocabulary development, eliciting children's reactions and emotions, and crafts. (MSE)

ED 238 247 FL 014 100

Mandler, Jean M.
Stories: The Function of Structure.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 83
GRANT- BNS-81-09657
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Children; *Discourse Analysis; *Folk Culture; *Recall (Psychology); *Story Reading; *Structural Analysis (Linguistics); Writing (Composition)
IDENTIFIERS- *Story Grammar; *Story Structure

The differences between story grammar and story schema are outlined and discussed based on research on story understanding by children and adults. The contention of all story grammars is that stories have a relatively invariant structure despite great differences in story content. The importance of structure within folk tales, and the ways in which children incorporate the structure into their knowledge systems, particularly comprehension and memory, are examined. These issues are addressed: finite-state versus context-free grammar, similar considerations of structure in music, ordered consitutents of a story grammar, episodes, research supporting the theory of structural knowledge guiding recall of the story, cross-cultural similarities, the influences of changes in story schema on reading times, and the effects of the structural hierarchy in stories--especially the "levels effect"--in processing. A list of references and illustrative figures are appended. (MSE)

ED 238 323 HE 016 849

Davis, Junius A.; And Others
Factors Associated with Successful Developmental Investment in Title III Eligible Institutions: A Special Report to Program Managers in the U. S. Department of Education.
Research Triangle Inst., Durham, NC. Center for Educational Studies.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
REPORT NO.- RTI/2102/07-01F
PUB DATE- Oct 83
CONTRACT- 300-80-0834
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Black Colleges; Case Studies; *Developing Institutions; Eligibility; Evaluation Criteria; *Federal Aid; Federal Legislation; Higher Education; *Improvement Programs; Institutional Characteristics; Institutional Evaluation; Low Income Groups; Private Colleges; Program Effectiveness; Program Evaluation; *Public Policy; State Colleges; Technical Assistance; Two Year Colleges
IDENTIFIERS- *Higher Education Act Title III; Institutional Survival

Findings from a study of the viability of a sample of 51 institutions that received substantial federal funding are summarized. The institutions received funding through Title III of the Higher Education Act during the 1981-1982 academic year and the 5 prior academic years. Study objectives included the following: to determine general factors associated with institutional development (growth, stability, and decline or stagnation), to identify developmental activities that fulfilled institutional needs and purpose as well as the intent of the federal legislation; and to determine factors associated with specific successful investment. The present document is designed to summarize findings that are particularly relevant to program development and operations functions at the federal level, as well as to continuing policy issues. Special emphasis was placed on the achievement of fiscal viability and movement toward independence from federal support through Title III, and the achievement of excellence in serving low-income and minority students. Characteristics of the study institutions and their activities are summarized, and implications of the findings for the following program events are addressed: eligibility, application and award process, monitoring, technical assistance, and evaluation. (SW)

ED 238 279 FL 014 144

Ozete, Oscar
The Teaching of Spanish Object Pronouns: A Communicative Approach.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 014 137.

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Techniques; *Communicative Competence (Languages); Form Classes (Languages); *Pronouns; *Second Language Instruction; *Sentence Structure; *Spanish

Current usage of third person direct and indirect object pronouns in textbooks, literature, and oral language is examined, and graded exercises and techniques stressing the practical, communicative function of these pronouns are suggested. Classroom drills and variations are proposed based on an examination of 30 first-year college texts that shows authors generally do not capitalize on the similarity of forms between definite articles and direct object pronouns. Recommendations are made for teaching object pronoun placement in two-verb sequences, drawn from examination of contemporary novels, and special attention is given to the contention between lo(s) and le(s) with verbs of perception as used by native speakers. Classroom explanations and exercises are given for indirect object pronouns, and a review of textbook treatments of meanings of the indirect object are summarized. Teachers are encouraged to treat object pronouns not as isolated items in the syllabus, but as elements to be reintroduced continually, amplifying on their meanings in the communicative process. (MSE)

ED 238 295 FL 014 161

Davies, Paul
Learning by Heart and by Habit.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Class Activities; *Classroom Communication; Communicative Competence (Languages); Dialogs (Language); *English (Second Language); *Pattern Drills (Language); *Patterned Responses; *Second Language Instruction; *Second Language Learning

It is proposed that since patterns and routines seem to be of great importance in the early stages of first and second language learning, classroom conditions can promote similar early progress, both holistically and in the development of an internalized generative grammar. In addition, a modeled text is found to be more productive than unmodeled discourse. Classroom activities and routines that both pattern responses and simulate real situations are suggested. These activities fall, pedagogically, into a middle ground between drills and free communicative use of language, and are proposed for any general purpose course. Examples of the kind of classroom routine recommended include calling roll at the beginning of class and having verbal exchanges regarding written exercises. Routine review activities include asking or telling about a person, place, and so on. Dialog and guided conversations suggested include a Friday conversation in anticipation of the weekend, or a cocktail party conversation. (MSE)

ED 238 263 FL 014 124

Carr, Marion

A Five-Step Evaluation of a Holistic Essay-Evaluation Process.

PUB DATE- 22 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Admission Criteria; *College Applicants; *English (Second Language); *Essays; Evaluation Methods; Higher Education; *Holistic Approach; Second Language Instruction; *Student Evaluation; Test Reliability

The faculty of an intensive program of English as a second language for college-bound students, questioning the objectivity of faculty evaluations of non-native college applicants' written essays, assessed the existing evaluation process, reformed it, tested it, and planned for ongoing development. In the first stage, readers read and graded essays according to practices currently in use, approaching the essays holistically, without breakdown of elements, and students wrote on a choice of topics. The lack of precision in grading was examined. The second stage involved devising new evaluation criteria. Faculty at five levels of English instruction analyzed instructional program goals and objectives, developed criteria from them, and applied them to the previously-graded essays. In the third stage, the revised criteria were tested in a midterm examination and the essays assigned randomly to the faculty for grading. The new evaluation process resulted in individual grids of writing strengths and weaknesses to be presented to the students. The fourth stage, assessment of the new criteria's usefulness, showed that the faculty valued these elements of the process: reduced evaluation time, a more humanistic testing procedure, helpful faculty discussion, more professional logistics, and a spirit of cooperation. Negative comments focused on the format of the grid of student strengths and weaknesses, the time involved in recording grades, and the use made of the results. The fifth stage involves an ongoing examination of the criteria's usefulness and reliability. (MSE)

ED 238 248 FL 014 101

Mergler, Nancy L.; And Others
Semantic Priming Revisited: In Search of Structural Age Change in Semantic Knowledge.
PUB DATE- Nov 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Cognitive Ability; *Knowledge Level; *Language Processing; Language Research; Older Adults; *Recall (Psychology); *Semantics; Young Adults

Contradictory previous research results showing that (1) language knowledge does not decrease with age; and (2) age differences exist in semantic strategies for memory recall provide the impetus for a study of semantic priming in young adults (mean age = 20) and older adults (mean age = 70) by providing target and prime words with six different types of categorical relationships. Accuracy and response time for the primed trials were measured. Results show no evidence for age differences in structural semantic memory even when a wide variety of semantic relationships between target and prime word are considered and the response latencies for lexical decisions are analyzed over multiple trial blocks. While differing types of semantic relationships produce differing degrees of response time facilitation, there is no age difference in which semantic relationship produces most facilitation. (MSE)

ED 238 415 IR 010 937

Walker, Alice D.
Teaching the Turtle--A Paper on Papert. (Sociological Implications of Computer Education for Women and Minorities).
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; *Change Strategies; Children; *Computer Oriented Programs; *Futures (of Society); Mathematics Instruction; Media Research; Programing; *Social Change; *Technological Advancement; Use Studies
IDENTIFIERS- Computer Games; LOGO Programing Language; *Papert (Seymour); Turtles

Using the book "Mindstorms--Children, Computers and Powerful Ideas" as a reference point, this paper deals with the sociological challenges raised by Seymour Papert and explores such issues as the role of computers as carriers of powerful ideas and the seeds of cultural change. Recent studies are cited indicating that although the computer has the potential to raise the educational aspirations of all students, a significant gap exists between rich and poor, urban and rural, and large and small school districts, as well as between male and female and Caucasian and minority groups. Suggestions are offered for developing constructive strategies for change. Twenty-two references are listed. (Author/LMM)

ED 238 333 HE 016 860

Financial Report of Ontario Universities, 1982-83. Volume III--Physical Plant Operating Expenses.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-178-5
PUB DATE- Dec 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Building Operation; *Campuses; *College Buildings; Educational Finance; Foreign Countries; Higher Education; *Operating Expenses; *State Colleges

IDENTIFIERS- Canada; *Ontario

Physical plant costs charged to the operating fund of the provincially-assisted universities of Ontario for fiscal year 1982 are presented. Attention is directed to physical plant costs that are incurred in relation to the basic academic and academic support activities of each university. Statistical data are presented on the following: physical plant operating expenses by function and object of expense, plant operating expenses by function and institution, plant operating expenses by institution and object of expense, percentage of total physical plant operating expenses by function and object of expense, percentage of plant operating expenses by object of expense by function, percentage of plant operating expenses by function by institution, percentage of plant operating expenses by object of expense by institution, breakdown of utilities and other physical plant operating expenses by institution, gross square feet and utilities rates by institution, and unit costs of physical plant operating expenses by institution. Guidelines and definitions are presented that were accepted by the Ontario Association of Physical Plant and Planning Administrators and the Committee of Finance Officers--Universities of Ontario. (SW)

ED 238 362 HE 016 901

Paltridge, James Gilbert; And Others
Self-Study Criteria for Governing Boards of Pubic Colleges and Universities. Revised.
Association of Governing Boards of Universities and Colleges, Washington, D.C.; California Univ., Berkeley. Center for Research and Development in Higher Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 82
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($15.00, nonmembers; $4.50, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Accountability; Campus Planning; *Check Lists; College Planning; College Role; Conflict Resolution; Educational Policy; *Evaluation Criteria; Financial Support; Governance; *Governing Boards; Higher Education; Institutional Autonomy; Interprofessional Relationship; Money Management; Questionnaires; *Self Evaluation (Groups); *State Colleges; *Trustees

Criteria for self-study by public college governing boards are presented. For each criterion, questions are presented, along with three response options: "yes," "no," and "do not know or can not judge." A response option for judging the board's overall performance on each criterion is also included. In addition, brief introductory comments for each criterion are presented. The criteria are as follows: institutional mission and educational policy, institutional planning, physical plant, financial resources and management, board membership, board/organization, board/chief executive relations, board/faculty relations, board/student relations, court of appeal, and accountability and autonomy. A checklist designed to help board members assess the extent to which they have absorbed their roles and institutions is also presented, which covers the trustee's background and traits, knowlege of the institution, board and committee meetings, fund-raising and public relations, and other concerns. Finally, the following considerations are addressed by open-ended questions: Issues that have most occupied the board's time and attention during the past year; one or two successes of the board; and shortcomings of the board's organization or performance. (SW)

ED 238 334 HE 016 861

Bradley, John H.

Student Employment Information Service. A Report to the Board of Directors.

Southeast Florida Educational Consortium, Miami.
PUB DATE- 7 Sep 83
AVAILABLE FROM- Southeast Florida Educational Consortium, 11011 S.W
104th Street, Miami, FL 33176.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)
DESCRIPTIONS- Business Administration Education; *College Graduates
Computer Science Education; Consortia; Education Work Relationship
Employers; *Employment Opportunities; Employment Projections;
Engineering; Health Occupations; Higher Education; Hospitality
Occupations; Information Services; Labor Needs; *Labor Supply;
*Majors (Students); *Occupational Information; Questionnaires

A project to develop a student employment information service und the sponsorship of the Southeast Florida Educational Consortium is described. The project was designed to provide information on: the overall demand by specific major, with 5-year projections; overall supply by specific major; names of specific employers and numbers required, by specific major; and names, addresses, and specific majors of graduating students. To determine the feasibility of the project, a survey was conducted that concentrated on the following majors: business administration, computer specialists, engineers, health professions, and hospitality management, which includes travel/tourism. Information was received from 8 colleges and from about 50 employers. In order to obtain information on health professions, a special questionnaire was administered to 90 hospitals. Analyses are provided on: the supply in the five major areas of study; demand, using figures compiled through the survey and statistics reported by the Florida Occupational Information System; and a comparison of supply and demand. Nine study recommendations are presented, along with a list of responding employers, questionnaires, correspondence, information on consortiu operations for 1982-1983, and the names and addresses of graduating students by major. (SW)

ED 238 347 HE 016 875

Komarovsky, Mirra
A Women's College as an Agent of Socialization for Women's Roles.
Columbia Univ., New York, N.Y., Barnard Coll.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-79-0087
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; Change Agents; *College Freshmen; *College Role; *Females; Higher Education; Life Style; Longitudinal Studies; Males; Occupational Aspiration; Questionnaires; Sex Differences; *Sex Role; Sexuality; *Single Sex Colleges; *Socialization; Student Adjustment; Student Attitudes; Student Development; Womens Education

A report on a study of freshmen women's beliefs about psychological sex differences, attitudes toward sex roles, and ideals of femininity and masculinity is presented. A random sample of 232 freshmen entering a woman's college in September 1979 was studied longitudinally. Study instruments included a scale consisting of 16 propositions regarding psychological sex differences, the Attitudes Towards Women Scale, and the Gough Adjective Check List for "My Ideal Woman" and "My Ideal Man." During fall 1980, the sophomores were readministered the study instruments, and 68 case studies were developed, based on interviews. A summary of the research findings is presented that indicates that the freshmen tended to reject the familiar psychological sex stereotypes and to endorse egalitarian sex roles. The following research areas are examined in depth, with case study illustrations: student transition to college and the vulnerability of freshmen to the first year of college; occupational plans, 1979-1983; life-style preferences, 1979-1983; female and male professors and female peers as agents of socialization for adult roles; and emotional and sexual relationships with men. Appendices include the interview guide and selected questionnaires. (SW)

ED 238 363 HE 016 902

Self-Study Criteria for Governing Boards of Theological Schools.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 82
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($15.00, nonmembers; $4.50, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Campus Planning; *Check Lists; *Church Related Colleges; Church Role; College Planning; College Role; Educational Policy; *Evaluation Criteria; Financial Support; Governance; *Governing Boards; Higher Education; Interprofessional Relationship; Money Management; Questionnaires; *Self Evaluation (Groups); Theological Education; *Trustees

Criteria for self-study by theological school governing boards are presented. For each criterion, questions are presented, along with three response options: "yes," "no," and "do not know or can not judge." A response option for judging the board's overall performance on each criterion is also included. In addition, brief introductory comments for each criterion are presented. The criterion are as follows: institutional mission and educational policy, institutional planning, physical plant, financial management, financial support, board membership, board organization, board/chief executive relations, board/faculty relations, board/student relations, relations with the church/denomination, and multi-tiered boards. A checklist designed to help board members assess the extent to which they have absorbed their roles and institutions is also presented, which covers the trustee's background and traits, knowlege of the institution, board and committee meetings, fund-raising and public relations, board functions and procedures, and board membership and leadership. Finally, considerations addressed by open-ended questions include: issues that have most occupied the board's time and attention during the past year; successes and shortcomings of the board; and the relationship between the church authority and the school. (SW)

ED 238 375 HE 016 915

Pocock, John W.
Finance Committee. AGB Standing Committee Series No. 3 .
Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- 83
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($3.50, nonmembers; $1.95, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Responsibility; Budgeting; *Committees; *Educational Finance; Expenditures; *Financial Policy; Financial Support; *Governing Boards; Higher Education; Income; Long Range Planning; Operating Expenses; Resource Allocation; *Trustees

The responsibilities and functioning of college trustee committees on finance are described. It is noted that the role of the finance committee is to recommend policy for board approval, interpret it to the administration, and to monitor the results. The following responsibilities of the finance committee are discussed: overseeing current financial operations and results; ensuring that a viable long-range financial plan exists or is being developed; and communicating with and educating the board. The structure and agenda of the committee are also addressed. Recommendations for the finance committee include: the committee should understand the factors that affect the flow of funds from various sources and should modify policy or practice to correct a decreasing flow; expenditures should be monitored; the capital budget and the operating budget should be paired for discussion; special attention should be directed to loan funds, plant, and endowment; and the committee needs to assess the financial consequences of the present course and to develop a parallel long-range financial plan. Five reference documents are identified. (SW)

ED 238 389 HE 016 931

Haase, Patricia T.; And Others
Improving Clinical Teaching: The ADN Experience. Pathways to Practice.
Southern Regional Education Board, Atlanta, Ga.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Associate Degrees; Clinical Experience; *Clinical Teaching (Health Professions); College Programs; Community Colleges; *Curriculum Development; Demonstration Programs; *Education Work Relationship; Elective Courses; *Gerontology; *Nursing Education; Postsecondary Education; Teaching Methods; Two Year Colleges

Three Florida associate degree in nursing (ADN) demonstration projects of the Nursing Curriculum Project (NCP) are described, and the history of the ADN program and current controversies are reviewed. In 1976, the NCP of the Southern Regional Education Board issued basic assumptions about the role of the ADN graduate, relating them to client condition and settings for practice. It is suggested that redefining the role of the ADN graduate has not resolved the mismatch of educators' goals and the hospitals' requirements. Therefore, the NCP decided to demonstrate how curricular change could be used to improve the performance of new ADN graduates. One of the three demonstration projects in Florida was Manatee Junior College's clinical electives and preceptors program, which was designed to provide students and nursing graduates the opportunity to take electives in clincial nursing for credit. The second demonstration program was Santa Fe Community College's elective in gerontological nursing, which centered on the knowledge and clinical abilities needed to improve nursing care of the elderly. Finally, the third project at St. Petersburg Junior College involved alternative teaching strategies (adjunct instructors, peer tutors, and mini-practicum). A 24-item bibliography is appended. (SW)

ED 238 335 HE 016 862

A Management Information Systems Needs Analysis for the University o
Nevada Reno.
Nevada Univ., Reno.
PUB DATE- 3 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Ancillary School Services; Budgeting; Campus Planning; Career Planning; *College Administration; College Admission; Colleg Planning; *Computer Oriented Programs; Educational Finance; Higher Education; *Information Needs; *Management Information Systems; Money Management; *Needs Assessment; Personnel Management; Research State Universities; Student Employment; Student Financial Aid; Student Records
IDENTIFIERS- *University of Nevada Reno

Results of a needs assessment for administrative computing at the University of Nevada, Reno, are presented. The objectives of the Management Information Systems Task Force are identified, along with 17 problems in existing operational and management data systems, and institutional goals for future planning and management systems. In addition to common system needs, specific system needs are specified for data entry, processing, and reporting for the following areas: academic records and registration, student billing and accounts receivable, financial aid and student employment system, graduate school, housing assignment system, admissions, career planning and placement, foundation and alumni offices, and continuing education. Data entry, processing/system, and reporting requirements are also identified for the facilities/property/equipment inventory system, the controller's office, research development, research grant fiscal management, budget operation system, budget planning system, miscellaneous stores, purchasing system, central services and publications/graphics, police and parking, personnel and payroll, and affirmative action. A list of persons interviewed is appended. (SW)

ED 238 348 HE 016 876

Quay, Richard H.
On the American College Presidency: A Bibliography of Theodore M. Hesburgh. Public Administration Series: Bibliography P-1361.
REPORT NO.- ISBN-0-88066-821-0
PUB DATE- Jan 84
AVAILABLE FROM- Vance Bibliographies, P.O. Box 229, Monticello, IL 61856.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Catholic Schools; Church Related Colleges; Civil Liberties; Civil Rights; *College Presidents; Feminism; Higher Education; International Relations; *Leadership Responsibility; *Moral Values; Racial Integration; Technology
IDENTIFIERS- *Hesburgh (Theodore M)

A bibliography of about 68 materials authored, coauthored, or edited by Theodore M. Hesburgh on the American college presidency is presented. Specific topics of the publications, which cover 1950-1981, include the following: the future of liberal education, the immigration system, presidential leadership in institutional advancement, science and technology, civil rights, human rights, moral values, racial justice, college presidents and students, changes in academe, and Catholic higher education. (SW)

ED 238 364 HE 016 903

Self-Study Survey for State Postsecondary Education Planning and Coordinating Boards.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- 77

AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($15.00, nonmembers; $4.50, members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Administrative Organization; Agency Role; Budgeting; *Check Lists; College Programs; Coordination; Decision Making; Educational Objectives; Governance; *Government School Relationship; Interprofessional Relationship; Planning Commissions; Postsecondary Education; *Public Policy; *Self Evaluation (Groups); *State Boards of Education; *Statewide Planning; Trustees

A self-study survey for state postsecondary education planning and coordinating boards are presented. The first section (topic 1) allows respondents to rate 13 general postsecondary education goals on a 4-point scale (i.e., high, medium, low, or no importance/priority for the board). Under topic 2, respondents can rate the role of the state government in 17 aspects of educational decisionmaking. Additional topics of assessment include: board relationships with state administration and legislature, board relationships with educational institutions, board relationship with the executive officer, board roles and functions, board organization and staffing, board member roles, statewide educational planning policies and processes, board review of institutional budget proposals, board review of proposed new educational programs, and board review of existing educational programs. (SW)

Delehanty, Kathleen
Tuition & Required Fees. New Jersey Colleges & Universities: 1977-78 Through 1983-84. ORM Volume 4: Brief Number 1.
New Jersey State Dept. of Higher Education, Trenton. Office of Research.
PUB DATE- Dec 83
AVAILABLE FROM- New Jersey Department of Higher Education, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Educational Economics; Family Income; *Fees; Full Time Students; Graduate Study; Higher Education; Inflation (Economics); In State Students; Out of State Students; Part Time Students; *Private Colleges; *State Colleges; State Surveys; Trend Analysis; *Tuition; Undergraduate Study
IDENTIFIERS- *New Jersey

Recent historical trends (1977-1978 through 1983-1984) in tuition and required fee charges in New Jersey colleges and universities are presented. Differences among New Jersey collegiate sectors and among different types of students (full- and part-time, undergraduate and graduate, resident and nonresident) are analyzed in terms of dollar and percentage increases between the current and base years. The effect of the most recent increases on the overall six-year changes are examined, and the six-year percentage increases are considered in the context of rising consumer prices and institutional costs. Data related to students' ability to pay the increased charges and comparison with national trend data on tuition and fees are included. An analysis of the financial data indicates the following: the 1983-1984 increases, relative to the longer-term growth, were greater for the state and community colleges than for the other sectors; for the state and community colleges, the growth in student charges during the past 6 years has been lower than the estimated inflation rate for the period; during the same period, in the independent sector, average tuition/fees grew in constant dollar terms. Appendices contain detailed historical data by college sector and student type. (SW)

ED 238 390 HE 016 932

Bratton, Daniel L.
Facilities Financing and the Department of Education. Viewpoint from the Campus.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Compliance (Legal); Construction Costs; *Construction Programs; Facility Expansion; *Federal Aid; *Financial Policy; *Government School Relationship; Higher Education; Legal Responsibility; *Loan Repayment; Models; Problem Solving; Public Policy
IDENTIFIERS- *Debt (Financial); *Department Of Education; Kansas Wesleyan University

Actions that a college might pursue if they have difficulty meeting their financial obligations on dormitory construction loans are discussed by the president of Kansas Wesleyan University. It is noted that when the administration of the loan program was shifted to the new Department of Education (the Department), the agency pushed to collect all monies in default. Based on the experiences of Kansas Wesleyan, it is suggested that colleges should respond as follows: consider the cause of the problem as well as the default itself, seek a reasonable amount of time at the beginning to find a solution, understand the pressures that the Department of Education is facing, seek an experienced outside counsel who has been through the problem, and move as much as possible to separate future planning and separate financing for each dormitory. It is noted that Kansas Wesleyan did not have the cash necessary to pay the default, and that the college was anxious to avoid liquidating endowment assets that were pledged as collateral against the loan. It is recommended that debates over the Department's policy be avoided, and that the Department be asked for suggestions for the college's plan of action. An outline of the college's plan is included. (SW)

ED 238 336 HE 016 863

Johnson, Davis G.
U.S. Medical Students, 1950-2000. A Companion Factbook for "Physicians in the Making."
Association of American Medical Colleges, Washington, D. C.
PUB DATE- 83
AVAILABLE FROM- AAMC Publications Orders, One Dupont Circle, N.W., Washington, DC 20036 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Ability; Admission Criteria; Ancillary School Services; College Applicants; Delphi Technique; *Educational History; Enrollment Trends; Females; Higher Education; Labor Supply; Medical Education; *Medical Students; Minority Groups; Occupational Aspiration; *Prediction; Statistical Data; *Student Characteristics; Student Costs; Student Financial Aid; Student Organizations

A companion volume to "Physicians in the Making: Personal, Academic, and Socioeconomic Characteristics of Medical Students from 1950 to 2000" is presented. Five major types of information are presented: backup, year-by-year statistics for the 46 tables and 16 figures in "Physicians in the Making," including data from 1950 through 1982 and projections for some variables through the year 2000; 24 pages of detailed results of the 1981 Association of American Medical Colleges Delphi survey that resulted in 98 predictions about the characteristics of U.S. medical students; a comprehensive description of the major national sources of information about U.S. medical students and 18 suggestions for maintaining and improving this extensive database; 84 general references and 11 specialized bibliographies listing over 200 sources of information about medical school applicants, students, and graduates from 1950 to 1982; and a 5-page cross-index showing the relationship between 67 tables in this companion volume and the 62 tables and figures in "Physicians in the Making." (Author/SW)

ED 238 337 HE 016 865

Zechmeister, Eugene B.; And Others

Training College Students to Assess Accurately What They Know and Don't Know.

Loyola Univ., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-81-0093
AVAILABLE FROM- Psychology Department, Attn: Zechmeister, Loyola University of Chicago, 6525 N. Sheridan Road, Chicago, IL 60626.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; *Cognitive Measurement; *College Students; *Confidence Testing; *Decision Making; High Achievement; Higher Education; Knowledge Level; Low Achievement; Pretests Posttests; *Response Style (Tests)

A study was conducted to improve confidence judgment (CJ) accuracy of college students through training in discriminating known from unknown information. Both low- and high-achieving college students were given CJ tasks, consisting of general information questions, before and after a brief training session. In addition, as part of the initial CJ test, half the students in each achievement group were asked to provide reasons why they selected a particular answer. Training included personal feedback about each student's performance on the CJ pretest and discussions and written exercises directed toward teaching students to weigh carefully the evidence for why a particular answer was correct. Findings include the following: low achievers were more overconfident than were high achievers; the requirement to provide reasons for why an answer was correct reduced overconfidence for low, but not for high, achievers; and training led to significant improvement in CJ performance, although the effect was greater for low than for high achievers. It appears that high achievers were more likely to engage spontaneously in those cognitive activities that are important to making appropriate

judgments about what is known. (Author/SW)

ED 238 349 HE 016 886

Bodner, George M.; And Others
Verbal, Numerical and Perceptual Skills Related to Chemistry Achievement.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Academic Aptitude; Aptitude Tests; *Chemistry; Females; Higher Education; Males; *Mathematics Skills; Perception Tests; *Sex Differences; *Spatial Ability; *Verbal Ability; Visual Perception

The relationship between students' relative ability in visual-spatial tasks as well as their verbal and numerical skills to their performance in an introductory college chemistry course was investigated. For 700 subjects, verbal and mathematics Scholastic Aptitude Test scores (SAT-V) and (SAT-M) and the following four perceptual tests were assessed: a shortened version of the Purdue Visualization of Rotations Test (ROT), the Find-A-Shape-Puzzle (FASP), an embedded figures test (EMBF) that is part of a motion picture test, and a successive figures test (SUCF) that is also part of a motion picture test. In addition, chemistry achievement subscores were calculated from regularly administered chemistry course examinations. Results indicated a fair amount of colinearity among math scores and the tests of visualization. Males did significantly better than females on the SAT-M, the ROT test, the FASP test, three chemistry achievement subscores, and the total chemistry score. A comparison of students with low and high visualization scores revealed significant differences among females on all chemistry achievement measures and on the SAT scores. The findings suggest that visualization skills play a role in chemistry achievement and that visualization skills may be more important in this context for women than for men. (SW)

Feasley, Charles E.
Serving Learners at a Distance: A Guide to Program Practices.
ASHE-ERIC Higher Education Research Report No. 5, 1983.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-04-7
PUB DATE- 83
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036

($6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Ancillary School Services; *Audiovisual Communications; College Faculty; College Students; Computer Assisted Instruction; *Distance Education; *Educational Media; Educational Technology; *Extension Education; *External Degree Programs; Higher Education; *Open Universities; Program Administration; Program Costs; Student Characteristics

The international literature on learning at a distance is reviewed with attention to student participation, faculty issues, the technology of delivery, necessary support systems, and the organization and process of distance education. Distance education is used in many content areas in economically diverse countries. Individuals who must learn at a distance have ongoing obligations (e.g., employment or caring for young children) or physical handicaps, or they live in geographically isolated areas. Distance faculty members are commonly called mentors or tutors, because they direct students to learning materials and personnel, provide emotional support, and evaluate students' progress. The more that distance learning expands students' heterogeneity, the greater the need for nontraditional recruitment, admissions, registration, and counseling. Despite a strong trend toward the use of multiple media, the major way of providing distance education remains printed materials. It is only when enrollment is high that the use of technology, especially broadcast media, in courses becomes cost effective in comparison to classroom-based students' achievements. Thirteen kinds of media that deliver instruction to distance learners are considered. An extensive bibliography is appended. (SW)

ED 238 351 HE 016 889

Humphries, Jack W.
Academic Program Review: The Driving Force Behind a Campus Master Plan.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Campus Planning; *College Planning; *College Programs; Data Analysis; *Educational Facilities Planning; Higher Education; *Long Range Planning; *Master Plans; *Program Evaluation; Space Utilization; State Universities
IDENTIFIERS- *Sam Houston State University TX

The importance of academic program review as the first step in the development of an institutional master plan is emphasized, and the benefits of developing an academic, data-based master plan are identified. The case of Sam Houston State University is used to illustrate the issues. Background information on the institutional milieu and the situation in 1980 are presented. Sam Houston State University determined that a systematic review of academic programs would guide the development of a new 20-year academic program and facility master plan. Development of the plan involved extensive analyses of historical data, academic programs, classroom and laboratory utilization, program productivity (in terms of degrees granted, majors and minors, and semester credit hours generated), and program costs, together with carefully researched projections of program potential. Broad-based involvement of faculty and administrators ensured maximum participation in the development and subsequent acceptance of the plan. Suggestions for other colleges include the following: keep in mind the role and scope of the institution and the individual programs, and decide upon the indices of "academic good health" for which the program will be held accountable. (Author/SW)

ED 238 352 HE 016 890

Frusciano, Thomas J.
Student Deferment and the Selective Service College Qualification Test, 1951-1967. Research Memorandum.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-83-1
PUB DATE- Nov 80
AVAILABLE FROM- Educational Testing Service, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Aptitude Tests; *Armed Forces; *College Students; Higher Education; *Military Service; *Public Policy; *Screening Tests
IDENTIFIERS- Draft; *Selective Service

The history of military manpower policy and college student deferment is reviewed, with attention to the Selective Service College Qualification Test (SSCQT). By passage of the Selective Service Act of 1948, Congress recognized the need to maintain an adequate number of scientific, professional, and specialized personnel in both civilian and military pursuits. A student deferment plan was proposed whereby candidates could qualify to continue their education on the basis of class standing or a specified score on a nationally-administered educational aptitude test. In the fall of 1950, the Selective Service System contracted with Educational Testing Service (ETS) for the development of the SSCQT, a 150-item examination measuring a student's verbal and mathematical ability. The student deferment plan had vocal proponents and opponents. From 1951 to 1954, ETS tested over 500,000 students and conducted a statistical analysis program to supply the Selective Service System with information needed to operate the testing program. The SSCQT was operated by Science Research Associates for about 6 years. The Vietnam War and related anti-war and anti-draft movements renewed public debate over military manpower policy in the mid-1960s. In 1973 Congress replaced the Selective Service System with an all-volunteer army. A selected bibliography is provided. (SW)

ED 238 365 HE 016 904

Self-Study Criteria for Governing Boards of Public Multicampus Higher Education Systems.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 83
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, N.W., Washington, DC 20036 ($15.00, nonmembers; $4.50, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Accountability; Campus Planning; *Check Lists; College Planning; College Role; Conflict Resolution; Educational Policy; *Evaluation Criteria; Governance; *Governing Boards; Government School Relationship; Higher Education; Institutional Autonomy; Interprofessional Relationship; Money Management; *Multicampus Colleges; Questionnaires; *Self Evaluation (Groups); State Boards of Education; *State Colleges; State Officials; Trustees

Criteria for self-study for governing boards of public multicampus higher education systems are presented. For each criterion, questions are presented, along with three response options: "yes," "no," and "do not know or can not judge." A response option for judging the board's overall performance on each criterion is also included. The criteria are as follows: system and institutional missions, board membership, board organization, basic educational policy, selection and assessment of executive officers, board relations with executive officers, board/faculty relations, board/student relations, financial resources and management, physical plant, court of final appeal, and accountability/autonomy. A checklist designed to help board members assess the extent to which they have absorbed their roles and institutions is also presented, which covers the trustee's background and traits, knowledge of the institution, board and committee meetings, and fund-raising and public relations. Finally, the following considerations are addressed by open-ended questions: issues that have most occupied the board's time and attention during the past year; one or two successes of the board; and shortcomings of the board's organization or performance. (SW)

ED 238 377 HE 016 917

Dolly, John; And Others
The Impact of New Informational Technology on Education in Wyoming.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
CONTRACT- R-08-83-699.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; *Computer Oriented Programs; Educational Change; Educational Objectives; *Educational Technology; *Higher Education; Inservice Teacher Education; Position Papers; Public Policy; *Statewide Planning; *Teacher Education; Technological Advancement
IDENTIFIERS- *Wyoming

Educational changes in Wyoming that are linked to the emergence of new informational technologies are considered. Attention is directed to the following topics: assumptions for Wyoming educators as they plan to respond to the impact of technology on teacher education; the importance of educational goals and objectives; the national climate affecting higher education; current activity in Wyoming; the impact of emerging informational technologies on the individual, faculty members, and college programs; the use of new technology in inservice teacher training; and strengths and weaknesses in the Wyoming educational system that will affect the state's response to the new technologies. Recommendations include the following: there should be greater decentralization of decision making, particularly in the area of budgets, with greater flexibility given to departments for the purchase and integration of new equipment and technology into their programs; a statewide policy on how to integrate the new technology at all educational levels is needed; and teacher education programs need to constantly upgrade the

curriculum to integrate the impact of technology in the public schools. Appendices include questions for planning, including implications of information technology for higher education and teacher education. (SW)

ED 238 378 HE 016 918

Douglas, Joel M., Ed.
Faculty Work Stoppages in Higher Education: 1966-1983.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Dec 83
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; Community Colleges; Comparative Analysis; Higher Education; Indexes; *Teacher Strikes; Trend Analysis; *Unions; Universities

Data on college faculty work stoppages during 1966-1983 are presented. An introduction briefly summarizes the three reported strikes occurring in 1983. The 21-day strike at Compton Community College District, California, centered on funding for the college, which also was the main issue of the three-day stoppage at St. Clair County Community College, Michigan. The largest reported strike occurred at the University of Hawaii, where the faculty at the nine-campus system staged a two-day work stoppage as a means of calling attention to the lack of a contract. The current low level of strike activity is noted, and it is suggested that the strike may have ceased to be a viable threat in the academic community due to labor market forces and economic trends. Data are provided on the number of days of work stoppage for each institution by year, the state, the bargaining agent, and the two- or four-year status of the institution. Work stoppages are also illustrated for each year by agent and by mean length/median length of the stoppage. In addition, the frequency of work stoppages by year is displayed, along with the number of "back to school strikes" for 1977-1983 fall semesters. A subject index to the National Center Newsletter, Volumes 10-11 (January 1982-December 1983) is included. (SW)

Gillespie, Donald A.; Carlson, Nancy
Trends in Student Aid: 1963 to 1983.
College Entrance Examination Board, Washington, D.C.
PUB DATE- Dec 83
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($8.00 per copy; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- College Students; Economic Factors; Family Income; *Federal Aid; Glossaries; Government School Relationship; Graduate Students; Higher Education; *Inflation (Economics); *Resource Allocation; *State Aid; *Student Costs; *Student Financial Aid; Trend Analysis

The growth of student financial aid during 1963-1983 is traced in relation to inflation, college costs, family income, enrollment, and other factors. Aid to students in public, private, and proprietary schools, including doctoral students, is reported. Attention is directed to federally-supported grants, loans, and work; state grants; and institutionally-awarded assistance. Although most references concern the total amount of assistance awarded to students in a given year, data are included on student aid appropriations for the federal aid programs. To take into account inflation, data are presented on current dollars and constant dollars. The information is presented in the following five sections: total aid awarded and federal appropriations; analyses of trends in total aid; aid per student and numbers of recipients; college costs, income, and student aid; and distribution of Pell and campus-based aid among institutions. Each section consists of a brief discussion of important facts and trends, followed by tables or figures. Two statistical appendices and a glossary of terms and acronyms are included, along with comprehensive data; extensive notes on the categories of aid, sources of data, and estimation procedures; and information on special problems encountered in selecting appropriate measures of income. (SW)

ED 238 428 IR 050 542

Phenix, Katharine
Analysis of the 1981/82 HEGIS/LIBGIS Responses of Illinois Academic Libraries. Illinois Library Statistical Report 9.
Illinois State Library, Springfield.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; Data Analysis; Higher Education; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; *Library Services; Library Surveys; Postsecondary Education; Questionnaires; Research Methodology; Research Problems
IDENTIFIERS- *Illinois

One of a series of annual studies undertaken by the Library Research Center for and on behalf of the Illinois State Library, this report provides a detailed, question-by-question examination of the 143 responses (84* of the 170 Illinois academic libraries polled) to the 1981/82 Higher Education General Information Survey/Library General Information Survey (HEGIS/LIBGIS) questionnaire of the National Center for Education Statistics. Data are presented by type of academic institution: four-year colleges and universities, two-year community colleges, and single-purpose, professional/technical institutions. Organized by the four major survey form sections, results cover (1) collections; (2) staff--composition and salaries; (3) transactions--interlibrary loans, reference and circulation, group transactions, and library hours; and (4) budgets--personnel, materials, and federal grants. Appendices provide general reference tables, institutional data for 23 of the 40 survey questions for each of the 143 libraries (listed by name and place with coded information on a selection of variables), a copy of the survey form, and a discussion of the steps taken to process the forms and verify the data, and of inadequacies of the form and reporting errors. (LMM)

JC

ED 238 456 JC 830 484

Purdy, Leslie Noble, Ed.
Reaching New Students through New Technologies: A Reader.
Coast Community Coll. District, Costa Mesa, Calif.
REPORT NO.- ISBN-0-8403-2954-7
PUB DATE- 83
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, IA 52001 ($24.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; Cooperative Programs; Distance Education; *Educational Television; Educational Trends; *Material Development; Postsecondary Education; Program Descriptions; Program Evaluation; *Telecourses

Designed to provide a broad picture of the state of instructional television for adults and to identify major issues relating to instructional telecourses, this reader presents 50 articles in seven categories relating to the production and distribution of telecourses. Section I presents six articles on the growth in the use of telecourses, which include national survey data on telecourse use, information on current practices regarding course production, and a historical overview of the last 40 years of instructional television in the United States. Section II provides seven articles on the design and production of telecourses, focusing on why they work or fail to work, and the purposes and steps of instructional design in the production process. Section III presents case studies of telecourse use in six locales. Section IV considers some of the aspects of implementing or offering telecourses, including selection processes, views of faculty teaching the courses, special services required by the distant learners, and administrative arrangements for telecourse use. In section V, five articles report on the characteristics of telecourse students/viewers and identify some unanswered questions about them. Section VI presents eight articles on the evaluation of telecourses. Finally, section VII deals with the broadcasting and distribution of telecourses, covering telecommunications policies, technological changes, technical considerations, and economics. (HB)

ED 238 442 IR 050 561

Newspapers in New York. Recommendations for an Initial Statewide Plan of Data Collecting and Entry Prepared for the New York State Library.
Danky (James) & Associates, Stoughton, WI.
SPONS. AGENCY- New York State Library, Albany.
PUB DATE- Nov 83
AVAILABLE FROM- James Danky & Associates, 261 Hwy. 138 South, Stoughton, WI 53589 ($10.00; $7.50 per copy if ordered in quantity).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cataloging; Databases; Data Collection; Financial Support; *Guidelines; *Information Networks; *Library Collections; Library Surveys; *Newspapers; Online Systems; Program Development; Questionnaires; State Libraries; *Statewide Planning
IDENTIFIERS- *New York; *OCLC; Reference and Research Library Resources Program

This report presents consultants' recommendations for the statewide collection and entry in the OCLC database of bibliographic data on New York state newspapers as part of a national United States newspaper cataloging project. The consulting team was asked to focus principally on two activities: first, the newspaper collection of the New York State Library, and then the collections identified in the largest repositories of regional newspapers in three of the Reference and Research Library Resource Systems (3Rs), namely METRO, North Country, and Rochester. Further recommendations presented are concerned with the maintenance of a census of newspaper titles as a project planning tool, the format of catalog entries, authenticating of bibliographic information, hiring and training of project staff, project funding, and the development and implementation of mail and on-site surveys of individual library newspaper holdings. Appendices include a project structure chart; a sample newspaper survey form for collecting data that will be entered on OCLC; a cost projection model for the United States newspaper project developed by the State Historical Society of Wisconsin; and further information on project budget considerations. (ESR)

ED 238 443 IR 050 562

Lippmann, Ellen; Arbuss, Steve

ED 238 429 IR 050 543

Annual Report of the Librarian of Congress, 1982. For the Fiscal Year Ending September 30, 1982.
Library of Congress, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1983-409-808).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; Cataloging; Copyrights; Federal Programs; *Law Libraries; Library Administration; *Library Services; *National Libraries; *Program Descriptions; *Research Libraries
IDENTIFIERS- Congressional Research Service; Copyright Office; *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) administration: office of the librarian and associate librarian for management; (2) national programs: American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service: member and committee relations; automated information services; assignment, reference and special services; the divisions of American law, economics, education and public welfare, environment and national resources policy, foreign affairs and national defense, government, and science policy research; (4) processing services: acquisitions and overseas operations; cataloging; processing systems, networks, and automation planning; (5) research services: administration, materials acquisition, collection management, preservation, reader services, publications, and public programs; (6) law library: 150th anniversary year; services to Congress, government, and other noncongressional users; legal indexes, publications, and bibliographies; exhibits and collection development; and (7) the Copyright Office: Compendium of Copyright Office Practice; special handling fees, Section 108(i) report, Copyright Office regulations; and legislative, judicial, and international developments. Also included are an organizational chart; lists of committees, consultants, officers, and trust fund board and library committee members; information on gifts and bequests; and fourteen appendices. (LMM)

ED 238 457 JC 830 513

Graham, Florine R.
New River Community College Educational Foundation, Inc.

New River Community Coll. Educational Foundation, Inc., Dublin, VA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Fund Raising; *Philanthropic Foundations; *Private Financial Support; Program Descriptions; *School Community Relationship; *School Support; Two Year Colleges

In September 1981, the Educational Foundation, Inc., at New River Community College (NRCC) initiated a charter member fund drive. By October 1982, the Foundation received $100,000 in gifts and pledges, $130,000 in liquid assets, and $300,000 in gifts other than cash. Among the reasons for the success of the drive was the training received by the Executive Director of the Foundation at a Council for the Advancement and Support of Education conference. Steps taken during the 1981-82 year to raise funds included the following: (1) forming a Faculty-Staff Foundation Advisory Board, which solicited financial support from staff, with 70% of all faculty making gift commitments; (2) initiating a Building Bridges campaign to raise campus visibility within the community; (3) developing a list of potential donors; (4) inviting industry leaders to college breakfasts, during which presentations stressed the contributions of NRCC to local business; (5) arranging speeches by the Foundation Director to local groups; (6) soliciting letters of endorsement from community leaders; (7) sponsoring luncheons for influential community women; (8) conducting one-on-one visits to potential donors by the college president; (9) kicking-off the fund drive with a wine and cheese party; and (10) holding a year-end celebration honoring charter members. (LAL)

Youth Participation in School and Public Libraries.
National Commission on Resources for Youth, Inc., Boston, MA.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adolescents; Annotated Bibliographies; Book Reviews; Guidelines; Library Extension; Library Planning; *Library Services; Newsletters; *Participative Decision Making; Policy Formation; Program Descriptions; Program Implementation; *Public Libraries; Puppetry; *School Libraries; Story Telling; Youth Clubs; *Youth Programs

Intended to motivate and assist librarians in taking a new approach to library services for adolescents of junior high and high school age, this handbook (1) outlines the benefits of youth participation in school and public libraries; (2) describes some existing programs, including youth participation in library planning and policy, publication of book reviews and library newsletters, storytelling and puppetry, production of a library promotional videotape, and administration of a library-affiliated youth center; and (3) provides guidelines for implementing youth programs, covering such issues as selecting adult facilitators, obtaining administrative support, recruitment, training, and establishing trust. A preface presents background information on the activities of the American Library Association (ALA) Young Adult Services Division (YASD) Youth Participation in Library Decision-Making Committee, and a foreword by Barbara Cialone describes her personal experience with "Teenage Express," a youth magazine produced in Spring Valley, New York. Appendices present sketches of 13 other library youth programs, the YASD guidelines for youth participation in library decision making, annotated lists of resource organizations for youth projects and relevant National Commission on Resources for Youth (NCRY) publications, a list of libraries that report having youth participation programs, the "Teenage Express" policy statement, and a list of 3 periodicals and 10 other publications on youth participation. (ESR)

ED 238 401 IR 010 923

Beal, Jack L.; And Others
State of Washington Computer Use Survey.
Washington Univ., Seattle. Coll. of Education.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Oriented Programs; *Computer Programs; *Computers; Computer Science Education; Elementary Secondary Education; Input Output Devices; Inservice Teacher Education; *Microcomputers; *Public Schools; Questionnaires; School District Spending; State Surveys; Use Studies
IDENTIFIERS- Computer Users; *Computer Uses in Education; *Washington

This report presents the results of a spring 1982 survey of a random sample of Washington public schools which separated findings according to school level (elementary, middle, junior high, or high school) and district size (either less than or greater than 2,000 enrollment). A brief review of previous studies and a description of the survey procedures are followed by the findings for each of the 15 topics addressed by the survey: (1) percentage of schools using computers; (2) rotation of computers among schools; (3) number of computers in individual schools; (4) hours per week each computer is used; (5) brands and types of computers; (6) ways computers are used; (7) use of software in the classroom; (8) subject areas using software; (9) software sources; (10) peripherals used; (11) percent of staff using computers; (12) availability of inservice training; (13) availability of computer-related curricula; (14) existence of computer-oriented student learning objectives; and (15) projected computer-related expenditures. A summary of the findings for each educational level concludes the report. A 4-item reference list and 15 tables are included. A copy of the questionnaire and additional study data are appended. (LMM)

ED 238 402 IR 010 924

Agneberg, Craig

Teaching "Filing Rules"--Via Computer-Aided Instruction.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Education; *Computer Assisted Instruction; *Computer Assisted Testing; Computer Managed Instruction; *Computer Programs; Design Requirements; Drills (Practice); *Filing; Instructional Design; *Instructional Materials; Intermode Differences; Material Development; Media Research; *Microcomputers; Postsecondary Education
IDENTIFIERS- *Records Management

A computer software package has been developed to teach and test students on the Rules for Alphabetical Filing of the Association of Records Managers and Administrators (ARMA). The following computer assisted instruction principles were used in developing the program: gaining attention, stating objectives, providing direction, reviewing prerequisite materials, presenting information, providing practice, and assessing learning. The package was tested in a University of Nebraska-Lincoln office management course with 18 subjects randomly selected to use the computerized program with the ARMA publication Rules for Alphabetical Filing, while the control group studied solely from the publication. After 4 weeks, students were given a 40-problem test. Results showed no significant mean score difference between groups, but the experimental group spent an average of 2 2/3 hours learning via the computer and 2 1/2 hours studying from the text, while the control group spent an average of 4 hours studying. Based on field testing and review at the secondary, community college, and university levels, revisions have been made and a separate testing program has been developed. This report includes a three-item reference list, six figures, outline summaries of the instructional and testing programs, and a list of system specifications and requirements. (LMM)

ED 238 416 IR 010 938

User Centered System Design: Papers for the CHI '83 Conference on Human Factors in Computer Systems.

California Univ., San Diego. Center for Human Information Processing.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ICS-8305; ONR-8303
PUB DATE- Nov 83
CONTRACT- N00014-79-C-0323
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Activities; *Computer Programs; *Design Requirements; Evaluation Methods; Human Factors Engineering; *Man Machine Systems; Needs Assessment; *Questionnaires; Reaction Time; *Task Analysis; Use Studies
IDENTIFIERS- *Computer Users; Software Evaluation

Four papers from the University of California at San Diego (UCSD) Project on Human-Computer Interfaces are presented in this report. "Evaluation and Analysis of User's Activity Organization," by Liam Bannon, Allen Cypher, Steven Greenspan, and Melissa Monty, analyzes the activities performed by users of computer systems, develops a framework for discussing the characteristics of these activities, and provides a number of conceptual guidelines for developing an interface that will support activity coordination. "A Proposal for User Centered System Documentation," by Claire O'Malley, Paul Smolensky, Liam Bannon, Eileen Conway, Janice Graham, Jeffrey Sokolov, and Melissa Monty, outlines a set of proposals for the development of system documentation based on an analysis of user needs. Three specific proposals are outlined--a quick-reference facility, a command-line database, and a facility for full explanation and instruction--and a way of combining these facilities into an integrated, structured manual is suggested. "Questionnaire as a Software Evaluation Tool," by Robert Root and Stephen Draper, reports on a study investigating the strengths and weaknesses of questionnaires as software evaluation tools. "Design Principles for Human-Computer Interface," by Donald Norman, discusses some of the properties that useful design principles should have and presents examples of a tradeoff analysis. References are listed for three of the papers. (Author/LMM)

ED 238 417 IR 010 939

Braden, Roberts A.

Visualizing the Verbal and Verbalizing the Visual.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Design Requirements; *Instructional Materials; Material Development; *Verbal Stimuli; *Visual Aids; *Visual Stimuli
IDENTIFIERS- *Graphic Organizers; *Outline Graphics

This paper explores relationships of visual images to verbal elements, beginning with a discussion of visible language as represented by words printed on the page. The visual flexibility inherent in typography is discussed in terms of the appearance of the letters and the denotative and connotative meanings represented by type, typographical cuing, and selected printing conventions. It is noted that the intermixture of graphic elements with visible language makes possible a variety of verbally dominated graphics, and the better known forms of such graphics are charted, their functions noted, and references cited. Particular emphasis is given to examining outline graphics as an example of the diversity and power of verbally dominated graphics. Wileman's typology is used to provide a framework for viewing the relationships when the words are secondary to the visual. Following an examination of the relationships, a brief discussion emphasizes keeping words and images "together" as the key to any visual-verbal presentation, if it is to achieve visual-verbal symbiosis. Twenty-seven references are listed. (Author/LMM)

ED 238 418 IR 010 940

Braden, Roberts A.

Innovative Instructional Development in a Time of Reactionary Educational Policy.

PUB DATE- 8 Mar 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitudes; *Educational Policy; *Educational Trends; Financial Support; Guidelines; *Instructional Development; *Instructional Innovation; Professional Services; *Program Development; Program Implementation

The recent conservative trend in educational policy is addressed in this paper which begins with a description of 10 specific types of threats to the instructional development movement that can evolve from an excessively conservative environment. These threats are named as follows: (1) scapegoat; (2) baby-with-the-bathwater; (3) chronological roll-back; (4) coasting uphill; (5) "a little knowledge is a dangerous thing"; (6) punish-the-learner; (7) expensive company; (8) least-cherished program; (9) smokescreen; and (10) empty barrel. Nostalgia and the back-to-basics movements are put into perspective. Suggestions are offered for ways to help instructional development survive in a reactionary environment and the psychology and politics of survival are discussed. An annotated list presents 25 survival rules which are broadly applicable to instructional development, but which are particularly appropriate during times of financially-imposed external pressures. Twenty-eight references are listed. (LMM)

ED 238 430 IR 050 544

Aagaard, James S.; And Others
Application Level Protocol Development for Library and Information Science Applications. Volume 1: Service Definition. Volume 2: Protocol Specification. Report No. TG.1.5; TG.50.
Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 29 Oct 82
GRANT- CLR-2033
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bibliographies; *Computer Oriented Programs; Computer Programs; *Design Requirements; *Information Networks; Information Retrieval; Information Storage; *Library Services; Man Machine Systems; *Models; *Online Systems; Recordkeeping
IDENTIFIERS- Electronic Mail; Linked Systems Project; *Open Systems Interconnection

This two-volume document specifies a protocol that was developed using the Reference Model for Open Systems Interconnection (OSI), which provides a framework for communications within a heterogeneous network environment. The protocol implements the features necessary for bibliographic searching, record maintenance, and mail transfer between end-user application processes in library and information sciences. The specifications result from a grant to develop application and presentation level protocols to support the Linked Systems Project that was established among the Washington Library Network, the Research Libraries Group, and the Library of Congress. Volume 1 provides an introduction, a description of the OSI Reference Model, and an overview of the model application layer. Facilities of the application service are defined, including those for connection establishment and termination, information retrieval, record maintenance, mail, interrupt, and settings. Service descriptions are provided and the service specification technique explained. Service element specifications, interface event sequences, and parameters for service elements are outlined. Volume 2 provides an introduction and overview of the protocol, explains the protocol specification method and notation, and details the formal specification of the protocol and 33 protocol data unit (PDU) formats. A 59-item reference list is included in both volumes. (LMM)

ED 238 458 JC 830 516

Hooker, Van Dorn; And Others
Santa Fe Community College Facilities Space Needs Study.
New Mexico Univ., Albuquerque. Office of the Univ. Architect.
SPONS. AGENCY- Santa Fe Community Coll. Board, NM.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Building Plans; Community Colleges; Design Requirements; Educational Planning; *Facility Case Studies; Facility Guidelines; *Facility Planning; Needs Assessment; Site Analysis; *Space Utilization; Two Year Colleges

Results are presented from a study conducted to assess the space needed for educational programs at Santa Fe Community College (SFCC). Introductory material presents a background to the establishment of SFCC following a 1983 voter referendum; outlines SFCC's mission and goals; and highlights the college's institutional organization. The following sections present a profile of the area to be served by SFCC and a projection of college enrollments. Next, SFCC's educational program areas and their objectives are presented, including pre-baccalaureate, career, developmental, community services, cultural enrichment, and student services programs. Then, estimates are provided of instructional space needs and utilization based on computer projections of space requirements for 1990 and 2000. Next, a detailed space analysis for SFCC facilities is presented, which includes guidelines relating to design and construction, detailed space specifications for proposed functional areas, and criteria applicable to each area. The following sections present criteria and requirements for the location of the SFCC campus, costs and methods of financing the construction of the college, and prospects for future expansion. Appendices include a list of occupational programs, demographic data for Santa Fe, and comments from the SFCC Board. (HB)

ED 238 444 IR 050 563

Mason, Thomas R.; Newton, Evan

Forecasting Library Futures: Participative Decisionmaking with a Microcomputer Model. Background Paper. Workshop 3.

PUB DATE- Oct 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- College Libraries; *Computer Programs; *Facility Requirements; Higher Education; Library Acquisition; *Library Collections; Library Facilities; Long Range Planning; *Microcomputers; Microforms; Models; *Prediction; *Research Libraries; Space Utilization; Storage; Tables (Data)

IDENTIFIERS- *Cornell University NY; Library Statistics; Printed Materials

This paper describes the use of a microcomputer model program to predict library collection growth at Cornell University, particularly in Olin Library, which is Cornell's central research facility. The possible effects of increased online information retrieval and microform or videodisc usage on library storage needs are also briefly discussed. A graph based on simple extrapolation of historical data illustrates Olin's increasing growth rate for nonbook items and decreasing growth rate for classified bound print volumes from 1973 to 2002. A table then presents annual historical data and projections to the year 2002 for Olin's gross acquisitions, items withdrawn, net volumes added, total classified volumes, number of volumes transferred to annex storage, number of volumes stored on-campus, linear feet of archive space, number of microform items, number of maps and other nonbook items, and total number of book and nonbook items. Appended tables show Olin's historical and projected ratios of growth rates and data converted from item counts to volume equivalents using the State University of New York (SUNY) equivalency factors. A summary table shows projected library collection size and stack floor area requirements for all 15 Cornell libraries from FY 1982 to 2002. Based on model projections, it is concluded that stock/storage space will have to be increased by over

50% by 2002. (ESR)

ED 238 431 IR 050 545

Cylke, Frank Kurt, Ed.; And Others
Approved Recommendations on Working Out National Standards of Library Service for the Blind.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Blindness; Glossaries; *Library Administration; *Library Materials; Library Planning; *Library Services; *Library Standards; National Programs; Objectives; Outreach Programs; Physical Disabilities; Special Libraries
IDENTIFIERS- International Federation of Library Associations

Standards are briefly outlined for four general areas. Administrative areas addressed are policies and procedures, legal basis, planning reports--statistical and narrative, budget, funding, personnel (personnel policies and procedures, positions and responsibilities, staff size, training and performance, job description, affirmative action, training and instruction, and volunteers), relationships with other libraries and agencies (sharing information, coordination of services, liaison activities and public education, directories of other agencies, and contacts with library schools), and physical facilities (the interior). Resource development areas include selection of materials, copyright, annotated bibliographies, titles produced, collection maintenance, quality control, technical and qualitative criteria, reproduction of titles and copies (cassette, braille, and large type), and collection maintenance. User service standards address user needs, temporary service, responsibility to users, registration, circulation (lending policies and system design), interlibrary loan, referral services, equipment (demonstration equipment and services), communication with users, reader advisory service, and measuring user satisfaction. Finally, the area of public education and information covers active liaison, programs, newsletters, and the reference collection. A glossary is provided. (LMM)

ED 238 459 JC 830 525

Eskow, Seymour

The Community College and the Human Resources Development Council: Toward a National Training Strategy for the United States.

PUB DATE- 21 Dec 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- College Role; *Community Colleges; Economic Change; *Economic Development; Educational Assessment; Educational Needs; Educational Planning; *Education Work Relationship; *Labor Force Development; National Programs; Two Year Colleges

The key to economic renewal in the United States is a national human resources development strategy in which community colleges assume the national training role. This national strategy must recognize changes in the American economy and workforce, such as a more educated labor force, the demographics of developing countries, the increased participation of women in the workforce, the transition to a postindustrial economy based on service rather than manufacturing, and the dependence of economic health on exports. This strategy must focus on promoting business/industry collaboration, community- and industry-specific training programs, lifelong access to training and retraining for workers, the fulfillment of the training needs of large businesses and small enterprises, and work experience for youth. As part of the strategy, audits should be conducted of a community's educational and training programs and their effectiveness in teaching basic skills and the new literacies and in meeting the needs of entry-level, currently employed, and displaced workers. To assist in these efforts, the Association of Community College Trustees and the Business and Industry Community College Coalition propose the formation of a Human Resources Development Council (HRDC) in every community college to: (1) create business and industry diffusion networks; (2) coordinate and evaluate community training programs; (3) create a master training plan and strategy; (4) introduce new training programs; and (5) bring educational and training resources into the community. (LAL)

Peete, Gary; And Others
A Guide to Research and Funding for Librarians. First Edition.
Librarians Association of the Univ. of California, Santa Barbara.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- College Libraries; *Grants; *Grantsmanship; Guidelines; Higher Education; *Library Research; Proposal Writing; *Research Proposals

This handbook defines library research terminology and provides guidance for academic librarians in several components of the research grant application and management processes. The first chapter addresses the research or creative project itself and the optimum methods of presenting it in order to obtain financial support. Chapter 2 deals with the problems and methods associated with managing the grant, while Chapter 3 describes the planning needed for effectively communicating the results of the grant-funded project. A list of 16 potential funding sources for librarian research is also provided, including information on research and project grants and fellowships that permit time and funding for research projects. Each source description contains the grantor's name and address; the nature, extent, and purpose of financial support; eligibility requirements; and the source for current, detailed grant information, including phone number. The final chapter presents a 129-item bibliography of publications on the research experience, mostly written by librarians for librarians. Divided into seven sections, the bibliography covers investigating the research process, finding funding sources, planning and writing the research proposal, managing the research grant, performing the research, evaluating the research results, and communicating the research results. (ESR)

ED 238 403 IR 010 925

Page, Colin Flood; Kitching, John
Technical Aids to Teaching in Higher Education. Third Edition.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-49-X
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Audiovisual Aids; *Computers; Foreign Countries; *Higher Education; *Intermode Differences; Literature Reviews; *Media Research; Programed Instruction; Teaching Machines; Technological Advancement; Telecommunications
IDENTIFIERS- *Great Britain; *Instructional Effectiveness

Third in a series on teaching methods in higher education, this updated volume reviews and evaluates research on audiovisual aids and related instructional hardware. While the emphasis is on the effectiveness of technical aids in higher education as instructional tools, some information on technical and administrative problems is also provided. Concern is primarily with British research connected with higher education, with some reference to American and other European findings and to relevant research at other levels of British education and adult life. Specific sections examine the research evidence and then summarize findings on still pictures; moving pictures (films and television); recorded sound; programmed learning and teaching machines; mixed systems and other developments (tapes and slides, multimedia systems, and the feedback classroom, which expands the programmed learning techniques to cover the operation of a whole class); and computers. A summary discussion and conclusions, and a 22-page reference list are included. (LMM)

ED 238 460 JC 830 526

Eskow, Seymour
Putting America Back to Work: Phase II.
PUB DATE- 26 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Role; *Community Colleges; *Community Development; Community Education; Economic Change; Educational Assessment; *Educational Needs; *Educational Planning; *Education Work Relationship; *Labor Force Development; National Programs; Two Year Colleges
IDENTIFIERS- *Putting America Back to Work

The premises, platform, and strategies of the second phase of the American Association of Community and Junior Colleges (AACJC) Putting America Back to Work campaign are outlined in this paper. The section outlining premises contends that the United States' economy is in trouble; that economic problems are bound up with international marketing; that private sector/public sector collaboration is needed; that the American economy must be restructured; and that economic productivity depends upon appropriate education. The next section analyzes the role of the community college in a national education, training, and communication system, and offers the following suggestions for specific strategies: (1) formation of a national consensus on direction and action; (2) the development of community coalitions between business and the community college through the formation of Human Resources Development Councils; (3) the creation of community economic development plans; (4) the formation of networks for the transfer of technology and knowledge; (5) the development of community education and training plans; (6) the establishment of a national training strategy; and (7) the provision of lifelong training for work. The final section outlines elements of a community training plan, which includes an audit of the effectiveness of community education in the areas of basic skills, new literacies, entry-level skills, in-service and upgrading programs, and displaced workers' programs. (LAL)

ED 238 446 IR 050 565

Library Service to the People of New York State. A Long-Range Program, October 1, 1983-September 30, 1988, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.

New York State Library, Albany.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; Improvement; *Library Networks; *Library Planning; *Library Services; Program Descriptions; Public Libraries; *Regional Libraries; *Regional Planning; State Departments of Education; State Libraries; *State Programs
IDENTIFIERS- Library Statistics; *New York

This annual report on the comprehensive 5-year program for the enhancement of library services in New York State (1) provides a benchmark for the continuing planning, development, and evaluation of state library services; (2) summarizes the objectives, policies, and programs undertaken for the improvement of those services; (3) serves as a guide to library networks, regional planning groups, and other agencies that wish to participate; and (4) meets the requirements of the Federal Library Services and Construction Act (LSCA). An overview of the state library environment is offered, constraints on services are outlined, and the program's goals and objectives are explained. Tables provide summary statistics on public, academic, school, institution, and medical libraries the New York State Library, public library systems, and reference and research library resource systems within the state. A bibliography of major documents for New York State library service programs and lists of New York members of the LSCA Advisory Council and the Regents Advisory Council on Libraries conclude the report. (ESR)

CARISPLAN Abstracts. 07-001--07-377. Caribbean Information System for Economic and Social Planning. No. 7.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
PUB DATE- 83
LANGUAGE- English; Spanish
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Data Analysis; *Decision Making; *Developing Nations; *Economic Development; Foreign Countries; Information Retrieval; *Information Sources; Program Development; *Program Evaluation; *Social Change
IDENTIFIERS- *Caribbean; CARISPLAN

This quarterly abstracting journal disseminates bibliographic information on Caribbean planning and development literature available through the Caribbean Information System for Economic and Social Planning (CARISPLAN), a cooperative effort of the Caribbean countries. It provides annotated listings of serial publications, books, and other documents such as reports, conference papers, and feasibility studies that provide information relevant to priority areas outlined by the Caribbean Development and Cooperation Committee. The abstracts are preceded by an introduction to the CARISPLAN system and use of the journal, a CARISPLAN information flow diagram, lists of CARISPLAN national focal points and

geographic codes for primary countries, a sample entry, and abbreviations used for participating centers. Abstracts are then grouped into six categories: (1) facts, trends, and analyses (basic information and data, extrapolations and forecasts, and existing situations); (2) prescriptions for decision-making; (3) official policies, plans, programs, and arrangements; (4) development action (specific project studies, new project announcements and descriptions, and operational experience); (5) consequences and evaluation; and (6) resources and tools for development. Citations include the document author(s), location of the document, original language title, distribution, primary country codes, and descriptors. Subject, geographic, author, conference, and symbols indexes are included. The period of coverage is 1970 onwards and the system is restricted to documents written in English, Spanish, French, and Dutch. (LMM)

ED 238 461 JC 830 528

Pipes, V. David
Evaluation of the Recreation Leadership Program at Caldwell Communit
College and Technical Institute.
Caldwell Community Coll. and Technical Inst., Hudson, NC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Graduates; Community Colleges; Dropouts; Followup Studies; Graduate Surveys; *Labor Market; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Recreation; *Therapeutic Recreation; Two Year Colleges; Two Year College Students
IDENTIFIERS- Recreation Occupations; *Recreation Occupations Education

In 1982-83, a study was conducted of Caldwell Community College an Technical Institute's Recreation Leadership program to determine if program objectives were being met, to measure program success, and to identify aspects needing improvement. Surveys were sent to 36 students who graduated before 1978, yielding a 44% response rate; to 31 students who graduated between 1978 and 1982, yielding a 39% response rate; to 17 students who left the program prior to graduation, yielding a 29% response rate; to 12 advisory committee members, yielding a 58% response rate; to 23 employers of program graduates, yielding a 52% response rate; and to both program instructors. Results from the surveys included the following: (1) 38% of the early graduates and 58% of the recent graduates indicated that they would not choose the program again due to the poor job market and low pay; (2) 88% of the graduates and early leavers rated instructional quality as good or excellent; (3) all courses received ratings of 3.0 or higher on a four-point scale from recent graduates; (4) all graduates felt they had grown personally due to the program; (5) 25% of the early and 50% of the recent graduates were seeking or had obtained additional degrees; (6) 56% of the employers rated graduates as "some" or "much" better than graduates of other schools; and (7) 50% of the recent graduates were unable to find jobs in the recreation field. Survey instruments and response data are appended. (Author/LAL)

ED 238 447 IR 050 566

Lawrence, Barbara; And Others
Library Use by Graduate Students and Faculty in Science and Technology Areas. RB-83-4.
Texas Univ., Austin. Measurement and Evaluation Center.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Libraries; Engineering; Higher Education; *Information Needs; Library Research; *Library Services; Library Surveys; Natural Sciences; Nursing; Pharmacy; Questionnaires; Research Libraries; Use Studies
IDENTIFIERS- *Library Users; *University of Texas Austin; User Needs

A mail survey of 1,682 graduate students and 758 faculty in the Colleges of Natural Science, Engineering, and Pharmacy, and in the School of Nursing at the University of Texas at Austin was conducted during February 1983 to ascertain the characteristics of the science and technology libraries user population, the type and frequency of library use, and future library needs. A total of 732 surveys were returned (30% response rate). It was found that (1) the majority of students and faculty used the libraries at least one to three times per week; (2) the primary reasons for using the libraries were to obtain information for research and to check out books; and (3) over half of the faculty and almost two-thirds of the students obtained over 40% of the materials needed for their courses/research from the libraries. This publication describes survey methodology and results, with tables showing responses to each survey item. Other results reported are concerned with specific libraries used most often; recommendation of library acquisitions; amount and type of library use required of students; need for student instruction in library skills; and use of interlibrary loan services, library audiovisual media, and computer-based literature searching services. A sample questionnaire is also provided. (Author/ESR)

ED 238 433 IR 050 549

Repo, Aatto J.
Computer Conference in Information Service. Research Report 191.
Technical Research Centre of Finland, Espoo.
REPORT NO.- ISBN-951-38-1799-7
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Digital Computers; Foreign Countries; Information Networks; Information Scientists; *Information Services; *Online Systems; *Reference Services; *Telecommunications; *Teleconferencing
IDENTIFIERS- *Finland; Information Technology; Information Transfer; Sweden

This document describes the development of computer conferencing (CC) and its role within information service communities, particularly in Finland and Sweden. CC is defined as a computer-based messaging (CBM) system providing an asynchronous communications structure for group work. It is noted that CC differs from electronic mail and that CC software additionally supports text processing, collaborative electronic publishing, information retrieval, and personal documentation. Following introductory material, sections describe: (1) the use of CC as a tool for knowledge workers, with subsections providing definitions of basic telematic concepts, information on CC systems configurations, such as the Electronic Information Exchange System (EIES) and the Computer Conferencing System (COM) developed in the United States and Sweden respectively, a description of knowledge workshops, and information on CC systems in use; (2) possible ways of combining CC with information services; and (3) CC experiments at the Technical Research Centre of Finland testing the practicality of offering online bibliographic retrieval services to CC communities in Finland and Sweden, which contain mainly data processing (adp) experts. It is concluded that information services should be offered via CC systems, but that the importance of personal contacts in accessing information must be realized. A list of 27 references and related appendices are also provided. (ESR)

ED 238 462 JC 830 529

Pipes, V. David
Evaluation of the Nursing Program at Caldwell Community College and Technical Institute--Summer, 1983.
Caldwell Community Coll. and Technical Inst., Hudson, NC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Associate Degrees; College Graduates; Community Colleges; Educational Trends; Employer Attitudes; Followup Studies; Graduate Surveys; *Nurses; *Nursing Education; Participant Satisfaction; *Program Effectiveness; Program Evaluation; Questionnaires; Two Year Colleges; Two Year College Students

In summer 1983, an evaluation of the nursing program at Caldwell Community College and Technical Institute was conducted to determine whether program objectives were being met, to measure program success, and to identify areas needing improvement. Surveys were sent to 19 early (pre-1978) and 47 recent Licensed Practical Nurse (LPN) graduates; 17 early and 68 recent Registered Nurse (RN) and Associate Degree in Nursing (ADN) graduates; 27 students who left the program before graduation; 12 advisory committee members; 39 employers; and 6 nursing instructors and the program chair. Based on responses from 28% of the early and 35% of the recent LPN graduates, 23% of the early and 52% of the recent RN/ADN graduates; 26% of the early leavers; 50% of the advisory committee members; and 54% of the employers, the study revealed: (1) recent graduates tended to rate instructional quality higher than early graduates; (2) compared to early graduates, recent RN/ADN graduates more often indicated that they would have preferred entering a bachelor's program; (3) both LPN and RN/ADN graduates passed state nursing examinations at high rates, and had a high rate of employment; and (4) employers rated 58% of the LPN and 65% of the RN/ADN graduates as "some" or "much" better than graduates of other schools. The surveys identified program needs in the areas of instruction and skill training, student support services and the library, and continuing education. Survey instruments and response data are appended. (Author/LAL)

ED 238 448 IR 050 567

Curran, Linda T.; Holahan, Carole K.
Library Use in the Science and Technology Libraries, Spring Semester, 1983. RB-83-2.
Texas Univ., Austin. Measurement and Evaluation Center.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Libraries; Higher Education; *Information Needs; Library Research; *Library Services; Library Surveys; Questionnaires; Research Libraries; *User Satisfaction (Information); Use Studies

IDENTIFIERS- *Library Users; Science and Technology Libraries; *University of Texas Austin; User Needs

A library survey was conducted during February 1983 to ascertain the characteristics of the user population, user needs, and user satisfaction with library services in five science and technology libraries at the University of Texas at Austin, including the chemistry, engineering, geology, physics-mathematics-astronomy, and science libraries. A random sample of 900 users were given the survey as they entered one of the five libraries; a total of 680 surveys were completed. It was found that (1) the largest proportion of individuals entering the libraries were underclassmen and students; (2) over three-fourths of the users at each of the libraries visited the library weekly; (3) respondents used the libraries the most often to study their own materials, to obtain information for research and/or class assignments, and to photocopy materials; and (4) most users said they were usually able to find the materials they were seeking in the library. This publication describes survey methodology and results, with tables showing responses to each survey item. Other results reported are concerned with specific libraries used most often and time of library use. A sample questionnaire is also provided. (Author/ESR)

ED 238 419 IR 010 941

Gilman, J. A.
Information Technology and the School Library Resource Centre: The Microcomputer as Resourcerer's Apprentice. Occasional Paper 11.
Council for Educational Technology, London (England).
REPORT NO.- ISBN-0-86184-098-4
PUB DATE- 83
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computer Programs; Elementary Secondary Education; *Learning Resources Centers; *Library Role; *Microcomputers; *School Libraries; School Organization; Technological Advancement; Telecommunications

IDENTIFIERS- *Computer Uses in Education; Great Britain

This book promotes use of the microcomputer in schools as a school-wide resource, with applications across the entire curriculum, rather than as the specialized tool of only one subject area. It suggests ideal within-school organization and management so as to facilitate this role and considers the immediate and long-term implications of the implementation of this role within the school. Use-related topics examined include microcomputer hardware applications; computer awareness and computer studies courses; computer assisted learning; information retrieval; and teletext, viewdata, and telesoftware. Under microresources organization, the discussion emphasizes microcomputer hardware and software, information storage and retrieval systems, micro-user training, and school based software, school library resource center (SLRC) management, and the microcomputer in the primary school. Finally, the implications addressed include the impetus toward the development of an SLRC, implications for SLRC staffing and operation, the expanding role of the SLRC, the future of education, and anticipated problems and conclusions. A 158-item reference section and a list of sources for further information are provided. An appendix discusses activities of the Information Technology Year

ED 238 404 IR 010 926

Reisner, Elizabeth R.
The Use of Computers in Instruction Supported under Chapter 1 of the Education Consolidation and Improvement Act.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
PUB DATE- Sep 83
CONTRACT- 300-82-0375
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Access to Education; Case Studies; *Compensatory Education; Computer Assisted Instruction; Computer Oriented Programs; Computers; *Disadvantaged Youth; Elementary Secondary Education; Federal Programs; Government Role; *Microcomputers; *Program Effectiveness; School Surveys; Teaching Methods; *Use Studies
IDENTIFIERS- Computer Uses in Education; *Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

Based on the results of informal surveys conducted by each of four Technical Assistance Centers and several surveys and studies addressing the availability and use of computers and microcomputers in education, this paper examines the accessibility of computer technology to disadvantaged students in Chapter 1-assisted instructional programs. A review of the extent of computer use

covers the provision of Chapter 1-assisted instruction, computer access, and numbers of computers available in Chapter 1 and other schools having at least one computer, computer use by Chapter 1 students, factors influencing computer availability in Chapter 1 projects, and prospects for future computer access by Chapter 1 students. Discussion of the types of computer-related instruction used in Chapter 1 projects includes differences in computer use between white and non-white low-income schools and organizational arrangements. In an examination of the effectiveness of computer-related Chapter 1 instruction, studies reviewed include an experimental study of computer assisted instruction in mathematics, reading, and language arts for low-achieving students; a case study of Houston's instructional computing program serving disadvantaged students; and case studies of computer technology implementation in three school systems. Approaches for improving computer-related instruction in Chapter 1 projects are suggested, implications for federal responsibilities are examined, and nine references are listed. (LMM)

Henn, Susan; Maxfield, Betty D.
Departing the Ivy Halls: Changing Employment Situations for Recent Ph.D.s.
National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
PUB DATE- 83
AVAILABLE FROM- Survey of Doctorate Recipients Office, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Rank (Professional); Career Planning; *College Graduates; *Doctoral Degrees; Education Work Relationship; Employment Opportunities; *Employment Patterns; *Engineering; Females; Graduate Surveys; Higher Education; *Humanities; Intellectual Disciplines; Minority Groups; Occupational Mobility; Questionnaires; *Sciences; Sex Differences; Tenure
IDENTIFIERS- *Survey of Doctorate Recipients

Information on the employment status of recent science, engineering, and humanities doctorate recipients is presented, with special emphasis on the 1973-1976 graduates. The primary data source is the 1981 Survey of Doctorate Recipients, which is appended. Attention is directed to the increasing number of Ph.D.s awarded over the last decade or two, especially to women and minority groups. For 1973-1976 Ph.D.s, the analysis covers variables such as employment status, field mobility, type of employers, tenure status, and academic position. Comparisons are made by field, sex, postgraduation plans, and employment setting, and with other Ph.D. year cohorts. Findings for science and engineering Ph.D.s include: almost two-thirds of the 1960-1964 graduates had firm commitments for employment immediately after receiving their doctorates, compared to only half of the 1977-1980 graduates; and there has been an increasing movement into nonacademic employment for recent science and engineering doctorate recipients. Findings for humanities Ph.D.s include the following: for 1973-1976 graduates, a larger percentage of women were part-time employed in 1981 than were men; and except for the fields of art history and music, a maximum of one-third of the graduates were working in nonacademic jobs. (SW)

ED 238 434 IR 050 550

O'Brien, Sarah Faith
Information and Referral Services in Public Libraries: A Survey.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Community Information Services; *Library Services; Library Surveys; *Public Libraries; Questionnaires; *Reference Services; *Referral
IDENTIFIERS- Illinois (Chicago)

A survey of reference librarians working in 114 public libraries in metropolitan Chicago was conducted in 1983 to determine their acceptance of specific community information and referral (I&R) services, as defined by Thomas Childers in his nationwide survey of public libraries in 1978. A total of 106 responses to the 1983 survey were received. Most respondents reported that I&R was an appropriate service for public libraries to offer and that there was no significant difference between I&R and reference services. However, only some of the I&R services defined by Childers received positive ratings from the librarians, including simple and complex information provision, the construction of a public resource file, passive advice, and the provision of formal feedback on social service needs to social agenices. I&R services receiving negative ratings included referral, transporting or escorting inquirers to outside services, direct counseling of inquirers, active advice, advocacy, and follow-up to ensure that inquirers received the proper help. It was concluded that the acceptance of the I&R concept and the concomitant rejection of specific non-traditional I&R services indicated the lack of a widely accepted definition for I&R in a public library setting. Childers' definitions of I&R services, a sample questionnaire, and an 11-item bibliography are provided. (ESR)

(1982) in Great Britain. (LMM)

ED 238 420 IR 010 942

Alexander, Richard; And Others
Computer Science Needs in the Public Schools of Oklahoma: Demands Exceed Supply.
PUB DATE- 28 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computer Literacy; *Computer Science Education; *Educational Planning; Elementary Secondary Education; Enrollment Projections; *Needs Assessment; Programing; Public Schools; School Districts; School Surveys; *Teacher Certification; Teacher Education; Teacher Qualifications; *Teacher Supply and Demand
IDENTIFIERS- *Oklahoma

To determine the statewide need for and the proper emphasis of a teacher education certificate in the area of computer science, a questionnaire was mailed to 459 Oklahoma school districts. Based on 201 usable responses, results indicate a clear demand for computer science teachers, with a demand already existing at the high school level and expected to develop at a starting rate within schools at other levels. Barring severe funding reductions, most public schools plan to have at least some level of computer science instruction in their curriculae within the next five years. Though some of the expanded teaching opportunities will be filled by retraining existing faculty, there appears to be a growing demand for specialists prepared specifically to teach computing. Findings imply a clear need for greater depth and structure in the preparation of new computer science teachers. Teachers should generally be prepared to teach in the broad categories of computer literacy, BASIC programming, and word processing, with further emphasis in either math or business. In line with current and projected demand, teachers should generally be prepared to teach college-bound students, though the need for teachers prepared to teach vocational computing skills will need to be reassessed often. (LMM)

ED 238 405 IR 010 927

Alperowicz, Cynthia

Community Cable for and by Children: An ACT Handbook.

Action for Children's Television, Newtonville, MA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cable Television; Children; *Childrens Television; *Community Involvement; *Community Programs; Production Techniques; Program Descriptions; Program Development; Program Implementation; *Programing (Broadcast)
IDENTIFIERS- Franchising; *Local Origination

Describing community cable as television's best chance at zeroing in on the needs and interests of a specific local audience, as well as a fertile environment for breeding a new variety of children's television, this handbook discusses the potential of and issues and factors involved in local programming. Topics addressed are why community cable is important; ways of setting up community cable services, e.g., local, educational, government, religious, and leased access, and local origination; negotiating with a cable system for community use channel space; kinds of children's programming that can be fostered by commmunity cable, i.e., shows for, by, and about young people; how to get involved; what's in it for young people; serving special audiences; what's in it for the cable company; building community support; and avoiding the pitfalls. Quotations from individuals involved in community programming highlight each topic, and local programs currently produced in a number of communities are briefly described. Ways in which local citizens can promote community cable are suggested for three major groups: parents, teachers, and community leaders; the cable company; and local businesses and organizations. (LMM)

ED 238 392 IR 010 895

Curtis, John A.
Project SCS (Special Communication Services).
Center for Excellence, Inc., Williamsburg, VA.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 20 Nov 82
GRANT- 033A-7801-P4041
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Deaf Blind; Delivery Systems; *Demonstration Programs; Guidelines; *Hearing Impairments; Homebound; Home Programs; Marketing; *Programing (Broadcast); Systems Development; Telecommunications; *Visual Impairments
IDENTIFIERS- Radio Reading Service; *Telecommunications Demonstration Project; Virginia

This extensive report describes and provides documentation on Special Communications Services for the Sensory Impaired (SCS), a Virginia-based telecommunications delivery system developed by the Center for Excellence, Inc. (CenTex), to provide information and entertainment broadcasting services to the visually handicapped, the hearing impaired, the deaf/blind, the aged, and the homebound. A six-section descriptive report provides: (1) a project summary; (2) information on marketing analysis, strategies, and results; (3) systems concept strategies, engineering delivery-system capabilities, and service distribution scope; (4) the CenTex Continuing Evaluation and Service Improvement Programs; (5) funding sources and operating procedures likely to assure the delivery of needed SCS services; and (6) regulatory, legal, political, and other barriers to SCS operational efficiency and economic viability. Following the report, twelve pieces of supporting documentation are provided: how to establish and operate a radio reading service, recommendations for the recruitment of SCS volunteers, current SCS user program guide, SCS evening program guide, SCS engineering report, CenTex's SCS evaluation report, CenTex's SCS survey recommendations and responses, SCS press recognition, SCS volunteer newsletter, chamber of commerce listings of SCS fellow public service entities, instructional management procedures for handicapped students, and an Association of Radio Reading Services directory. (LMM)

ED 238 449 IR 050 568

New York State Plan for Federal Depository Library Service.
New York State Library, Albany.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Depository Libraries; Federal Government; Government Publications; Guidelines; *Library Acquisition; Library Collections; *Library Services; Program Development; Program Implementation; Public Relations; *Regional Cooperation; State Libraries; State Programs; *Statewide Planning
IDENTIFIERS- *Access to Information; *New York; Resource Sharing

This publication describes the present structure of New York's depository library program and presents a state plan for future federal depository library service through improved bibliographic and physical access at the local level. The purpose of the depository library program and the rationale for a state plan are reviewed, as are the development of New York's state plan and the location, collections, and activities of the state's depository libraries. The four components of the plan are then outlined, i.e., collection development and resource sharing; bibliographic access and tools; services; and public relations, education, and training. Within each component, responsibilities at three levels are identified: the individual selective depository, the regional reference and research library resources council, and the New York State Library as a regional federal depository. It is noted that plan implementation and review will be achieved through the creation of a geographically balanced six-member Advisory Council on Federal Depository Library Service with monitoring, reporting, and lobbying functions. Appendices present a copy of laws in force relating to government depository libraries; an analysis of the collections, administration, and services of New York federal depository libraries; and four related items. Three addenda, an executive summary, and a list of persons involved in this project are also provided. (ESR)

ED 238 463 JC 830 530

Pipes, V. David
Evaluation of the Industrial Maintenance Program at Caldwell Community College and Technical Institute.
Caldwell Community Coll. and Technical Inst., Hudson, NC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Graduates; Community Colleges; Dropouts; Employer Attitudes; Followup Studies, Graduate Surveys; *Industrial Education; *Maintenance; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Technical Occupations; Two Year Colleges; Two Year College Students

In 1982-83, a study was conducted at Caldwell Community College and Technical Institute to determine whether the objectives of the Industrial Maintenance Program were being met, to measure program success, and to identify aspects needing improvement. Surveys were sent to 30 students who graduated from the program before 1978, yielding a 57% response rate; 57 recent graduates, yielding a 38% response rate; 50 students who left the program before graduation, yielding a 28% response rate; 46 employers of program graduates, yielding a 20% response rate; 11 advisory committee members, yielding a 9% response rate; and both program instructors and the department chair, yielding a 100% response rate. Study results included the following: (1) 76% of all graduates rated instructional quality in the program as good or excellent; (2) 79% of the graduates indicated they would choose the program again; (3) 59% of all graduates had been employed in industrial maintenance; (4) 28% of the early leavers were employed in training-related jobs; (5) 65% of all graduates and early leavers said their training was useful in their present job; and (6) 78% of the employers predicted an increased demand for working in the industrial maintenance field. The study revealed a need for improved instruction in refrigeration, air conditioning, hydraulic and pneumatic troubleshooting, lubrication and maintenance application; more emphasis on electronics, computer use, and business principles; and more practical experience. The questionnaires and survey data are appended. (Author/LAL)

ED 238 450 IR 050 569

Hodges, Gerald G.

The Organization, Structure, Staffing, and Administration of School Library Media Centers. Background Paper #2. Roles and Functions of School Library Media Personnel.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Change Agents; Check Lists; *Competence; Consultants; Elementary Secondary Education; Guidelines; *Learning Resources Centers; *Library Planning; *Library Role; *Media Specialists; Models; *School Libraries

Aimed at consultants and those responsible for the development of school library media programs, this paper outlines the functions of school library media personnel, with emphasis on their instructional role and their role as agents of societal change. A discussion of entry-level competencies which should be required for school library media specialists covers eight areas, including the relation of library media programs to instructional systems; the administration of library media programs; the selection, organization, utilization, and production of library media; research; and leadership and professionalism. The educational preparation of media specialists in relation to these eight areas of competency is then discusssed. A model of the instructional function of the school media specialist is presented which shows the interaction between teachers and media specialists. There is also a review of research into the instructional role of media specialists. A checklist of national, state, and local planning considerations for library media growth provides extensive recommendations for implementation and possible activities of district or regional media service centers and the provision of consultative services and staff development activities. Also provided are recommendations on the locus of ultimate responsibility for library media programs, relations to library professional associations, government legislation, funding, certification standards, public relations, combination of school and public libraries, cooperation between teachers and media specialists, and related areas. (ESR)

ED 238 435 IR 050 551

Cleveland, Harlan
Information As a Resource. Occasional Paper no. 2.
Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Futures (of Society); Information Needs; Information Science; *Information Services; *Resources
IDENTIFIERS- Information Management; *Information Resources Management; Information Sector

This paper examines the characteristics of information as a resource and the implications of so regarding information. Information is defined as the sum total of all facts and ideas available to be known by somebody at a given moment in time, while knowledge results from selecting and organizing facts and ideas into what will be useful to somebody. Wisdom is integrated knowledge which crosses disciplinary barriers to weave into an integrated whole something that becomes more than the sum of its parts. The "informatisation" of society can be seen in the growth of information jobs both nationally and internationally. Information is coming to be regarded as a resource. As such, it has the following characteristics: it is expandable; compressible; substitutable (able to replace capital, labor, or physical materials); transportable; diffusive (tends to leak); and shareable. The information resource is different in kind from other resources. Treating information as a resource has enormous implications for human life; it raises questions in political economy, economics, law, accounting, and education. The information revolution will also cause a reorganization of power and authority, with more openness as a technological imperative in a democracy. (ESR)

ED 238 464 JC 830 542

Turk, Laraine D.
Ancient Egypt: History 380.
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ancient History; *Course Content; Course Descriptions; *Course Objectives; Higher Education; *History Instruction
IDENTIFIERS- *Egypt

"Ancient Egypt," an upper-division, non-required history course covering Egypt from pre-dynastic time through the Roman domination is described. General descriptive information is presented first, including the method of grading, expectation of student success rate, long-range course objectives, procedures for revising the course, major course goals, a profile of students taking course, an overview of the first class meeting, and the required text and audio-visual materials. Course goals are identified next, including familiarization with the chronological development of the civilization of ancient Egypt, understanding of the nature of the religion of ancient Egypt, recognition of artifacts and buildings, and analysis of key events in ancient Egyptian history. The course's nine units are presented next; i.e.: (1) constraints on studying ancient Egyptian history; (2) pre-dynastic and archaic Egypt; (3) the old kingdom; (4) the middle kingdom; (5) the new kingdom; (6) later dynasties; (7) religion in ancient Egypt; (8) daily life in ancient Egypt; and (9) current archaeological work in Egypt. Descriptions of each unit include the unit goal, required reading, reserve reading, content of each class meeting, activities and objectives. (LAL)

ED 238 421 IR 010 943

Stemmer, Paul M., Jr.; And Others
Implementation of Computer Based Education by a Small College.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Activities; *College Faculty; *Computer Assisted Instruction; Computer Managed Instruction; Computer Programs; Design Requirements; Higher Education; Instructional Design; Media Selection; *Microcomputers; *Program Evaluation; *Program Implementation; Standards
IDENTIFIERS- *Mercy College MI

Both challenges and successes resulted from the implementation of computer-based or computer-assisted instruction (CAI) at Mercy College of Detroit through a program funded with a Comprehensive Assistance to Undergraduate Science Education (CAUSE) grant. Four influences were found most significant in faculty-related challenges: computer phobia, tradition bias, amount of faculty computer contact time, and acquisition and dissemination of courseware. Operational and administrative challenges included establishing goals and objectives, and use of instructional design to help promote and develop computer-based education materials. External sources of challenge for courseware were quality, match to curriculum, and design faults, and, for hardware, microcomputer selection and placement. The CAUSE project appeared most successful in the areas of faculty development and computer-managed instruction. Implications of the study for manufacturers and educational institutions that might be implementing CAI concern (1) need for an industrial hardware standard or conversion programs; (2) vendor provision of demonstration discs or actual programs for review as well as courseware evaluation results; (3) need for courseware that actually helps in the teaching process; (4) release time and inservice training for instructors as well as computer contact time; and (5) use of instructional designers to develop program specifications. (LMM)

ED 238 406 IR 010 928

Bayman, Piraye
The Effects of Instructional Procedures on Beginning Programmers' Mental Models.
PUB DATE- 29 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Programs; *Computer Science Education; *Concept Formation; Higher Education; *Models; Problem Solving; *Programing; Undergraduate Students
IDENTIFIERS- *BASIC Programing Language; Mathematical Aptitude

Because previous research by Bayman and Mayer (1983) suggests that individuals who attempt to learn their first computer language develop a variety of misconceptions of the meanings of individual programming statements, this study investigated whether it is possible to enhance beginning programmers' understanding of the programming statements through instructions, and whether individuals' "mental models"--conceptions of what happens inside the computer when a statement is executed--are important for their success in solving programming problems. Subjects were 95 undergraduates unfamiliar with computer programming who studied BASIC using either a standard BASIC manual (Standard Group) or manuals containing procedural and/or pictorial information on the internal workings of the computer (Conceptual Groups). The results showed that individuals with lower mathematics aptitude benefitted from the nonstandard information in their manuals and generated more accurate conceptions of the BASIC statements. Their conceptions of the programming statements seem to have influenced their programming performance as well. Eleven references are listed. (Author/LMM)

ED 238 393 IR 010 909

Hearing on National Centers for Personal Computers in Education. Hearing before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 1134 to Amend Title III of the Elementary and Secondary Education Act of 1965 to Provide for One or More National Centers for Personal Computers in Education.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 21 Apr 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; Computer Oriented Programs; Computer Simulation; Educational Improvement; *Educational Legislation; Educational Needs; *Education Service Centers; Elementary Secondary Education; *Federal Programs; Hearings; Instructional Improvement; *Microcomputers; National Programs

IDENTIFIERS- *Computer Uses in Education; Congress 98th; District of Columbia Public Schools

This hearing presents the text of House Resolution 1134, related testimony, prepared statements, and supplementary materials. A statement by Tom Downey, a congressional representative from New York State and the introducer of the bill, is followed by a prepared statement, two articles, and testimony by Ludwig Braun of the Computer Science Department of the New York Institute of Technology. Braun discusses the need for the proposed national centers for microcomputers in education and their potential impact; identifies some of the ways in which a proper computer environment could enrich learning experiences; describes some special features available for microcomputers for working with handicapped students; and urges a national commitment to ensuring that students in all school systems have access to computers. In his prepared statement and testimony, Kyo R. Jhin, Assistant Superintendent for Educational Technology for the District of Columbia Public Schools, describes the ongoing integration of computer technology into that school system. A prepared statement and testimony by Philip Speser, President of the National Institute for Entrepreneurial Technology, focus on the need for computer literate workers, the inability of the school to meet this need, and the interest of small high-technology firms in this legislation. (LMM)

ED 238 436 IR 050 552

Chodos, Laura B.; And Others
Report from the States, 1981-1983. White House Conference on Library and Information Services Follow-Up Inquiry. Committee Member Responses.
New York State Education Dept., Albany.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Government Publications; Library Education; Library Extension; *Library Services; National Surveys; *Public Libraries; Public Relations; Questionnaires; *State Action; State Aid; *State Legislation; State Libraries
IDENTIFIERS- Friends of the Library; *Library Statistics; *White House Conference Library Info Services

Three separate booklets present the results of the 1981, 1982, and 1983 Surveys of the States and Territories, covering library service activities in these areas and reviewing overall progress made toward the resolutions of the 1979 White House Conference on Library and Information Services (WHCLIST). Individual questionnaires completed by respondents are presented, including questionnaires from 40 states and 4 trust territories in 1981, 42 states and 2 trust territories in 1982, and 49 states, 4 trust territories, and the American Indian Nations in 1983. Questionnaires provide information on legislation authorizing state aid to libraries, other library-related legislation, library public relations and public awareness programs, the formation of statewide library support groups, the extension of services to nontraditional library users, the general expansion of library services, continuing library education, new state publications related to libraries, and the level of state support for WHCLIST. Other topics not covered by all three surveys include positions generated as a result of WHCLIST (1981), professional/patron protective legislation (1981), adult/user education programs (1981), legislation authorizing funding for library automation or resource sharing (1981 and 1982), state-level changes in library responsibility (1982), state documents and archival activity (1982), and activities related to the International Year of the Library (1983). Each booklet also provides an executive summary of survey results. (ESR)

ED 238 422 IR 020 046

Conner, James E.
Half a Mind is a Terrible Thing to Waste.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cerebral Dominance; *Cognitive Style; Curriculum Development; Educational Improvement; Opinion Papers; Program Development; *Research Utilization
IDENTIFIERS- *Brain Hemispheres; Brain Research; PF Project

Teachers cannot afford to ignore the research findings on right and left brain functions. Basically, three things have been discovered: (1) each hemisphere of the brain processes information differently; (2) in some people, the hemispheres work well together, in others they are in a constant state of disagreement; and (3) each hemisphere is equally important. Four distinct learning styles have been identified; their rough proportion in any school population is as follows: innovative learners (35%), analytic learners (22%), common sense learners (18%), and dynamic learners (25%). Our whole educational system is geared to the analytic learners, only 22 percent of the population. To encourage whole-brain learning necessitates constructing programs which incorporate all learning styles. Students need to learn from concrete experiences as well as abstract ones and to learn through both active experimentation and reflective observation. If whole-brain curricula and learning centers are developed, and instruction is geared to identified learning styles, then students will be more successful and feel far better about themselves. (DC)

ED 238 407 IR 010 929

Denton, Jon J.; And Others

An Examination of Instructional Strategies Used with Two-Way Television.

PUB DATE- Apr 84

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Distance Education; *Educational Television; Higher Education; *Intermode Differences; *Medical Schools; Medical Students; *Teaching Methods; Telecourses; Television Research; *Television Teachers

IDENTIFIERS- *Two Way Television

Classroom observation data were collected from 32 presentations by 7 professors in the College of Medicine at Texas A&M University over the course of 9 months for a study of the potential of two-way television as an instructional medium. Half of the observations were made from two-way television mediated lessons transmitted from the Veterans Administration Hospital in Temple, Texas, to College Station, Texas, while the remaining presentations were made in a traditional manner with the professor present in the classroom. A classroom observation system based partly on Gagne and Briggs' events of instruction was developed to obtain low-inference data regarding instructional strategies used during classroom presentations. Cognitive achievement data associated with the course, Measurements in Medicine, were collected and analyzed with respect to the instructional delivery method and were compared with parallel data from students in a previous class who had received traditional instruction. Results indicated that similar instructional strategies were used by the professors regardless of the presentation mode, and that achievement was at least as high on materials presented over two-way television as they were on material presented with the professor present in the classroom. Seven references are listed. (Author/LMM)

DOCUMENT RESUME

ED 238 465 JC 830 545

Whalley, Lynn
Nursing 450: The History and Physical.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Content; Course Descriptions; *Course Objectives; Higher Education; Learning Activities; *Medical Case Histories; Nurses; *Nursing; *Nursing Education; *Physical Examinations

A description is provided of a third-year registered nursing course entitled "The History and Physical," designed to help the student acquire knowledge and skills in the areas of taking the history of an individual and physical assessment. The opening sections present information on course prerequisites, grading procedures, and meeting times; identify long-term goals and objectives; list course units and instructional materials; and provide a glossary of terms. Next, information is presented on the individual course units: communication skills; interviewing and nurse-patient relationships; taking an individual's history; psychosocial evaluation; general survey; tests; indication and results; assessments of integumentary system; head and neck; thorax and lung; heart; breast, axillae, and abdomen; back, extremities, and musculoskeletal system; neurological assessment; and genito-urinary and pediatrics assessments. Each unit contains student goals and objectives and assigned media; and examples of mid-term and final examinations are presented. The next sections provide guidelines for video-taping the taking of a medical history; for history taking, examination, and assessment skills; and for demonstration of physical examination/assessment skills. The final sections provide information on grading, class evaluation, and revision procedures. A bibliography is included. (HB)

DOCUMENT RESUME

ED 238 480 JC 840 006

Firstman, Aranga
Policy Evaluation: Use of the PSB-Aptitude Test as an Admission Requirement for the LVN Program.
PUB DATE- 20 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Aptitude Tests; *College Entrance Examinations; Community Colleges; Grade Point Average; *Nursing Education; *Predictive Measurement; *Predictor Variables; Test Validity; Two Year Colleges; Two Year College Students
IDENTIFIERS- College of the Sequoias CA; *PSB Aptitude Test for Practical Nursing

A study was conducted to assess the use of the Psychological Services Bureau's Aptitude Test for Practical Nursing (PSB Aptitude Test) as an entrance requirement for the licensed vocational nurse (LVN) program at College of the Sequoias. The study sought to determine whether the PSB Aptitude Test was a valid indicator of success in the LVN program, and if other requirements could be used instead. Data were obtained on 35 students who had been accepted in the LVN classes for fall 1980-81 and spring 1982-83 and a linear multiple correlation and regression analysis was used to compare the dependent variable, success in the LVN program as determined by student grade point average (GPA), with three independent variables: PSB scores, science GPA, and math-reading scores. The conclusions reached in the study were: (1) no significant association was found involving PSB scores as a predictor of nursing GPA; and (2) both science GPA and math-reading scores were significantly related to success in the LVN program. Based on results of the study, a revision of LVN admission policy was recommended, eliminating the PSB Aptitude Test as an entrance requirement for the LVN program and using science GPA and math-reading scores as predictors of student success in the program. Appendices provide the LVN interview point scoring system, study hypotheses, and raw data. (Author/HB)

DOCUMENT RESUME

ED 238 495 JC 840 024

Hiring and Evaluation.
Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Evaluation; Community Colleges; *Due Process; Employment Level; Personnel Policy; *Reduction in Force; *State Legislation; Teacher Employment; *Teacher Evaluation; Two Year Colleges
IDENTIFIERS- *California Education Code

Legal provisions and regulations relating to the hiring and evaluation of certified staff are reviewed by the Academic Senate for California Community Colleges (ASCCC) to assist local academic senates in developing or updating policies in these areas. After an introduction to the objectives of this report, sections of Article 2 of the California Education Code governing the employment of certificated community college personnel are presented along with commentaries and recommendations from the Educational Policies Committee. Topics focused on include: (1) hiring, covering governing provisions and employment contracts; (2) evaluation, including exemptions, standards and procedures for frequency of evaluation, and adoption of rules and regulations (3) due process, including retention of permanent classification upon advancement; and (4) reduction in force. The Educational Policies Committee's recommendations focus on, for example, the clear definition of hiring procedures; faculty participation in selection; regular and timely evaluation of administrators; and the development by faculty of a definition of competence and procedures by which the definition should be applied. Evaluation instruments for rating administrators and executive officers developed at Sacramento City College, Foothill College, and San Jose City College, and a Canada College Faculty Senate survey form are appended. (HB)

DOCUMENT RESUME

ED 238 509 JC 840 043

Brower, Mary Jo
The Impact of Computer Assisted Instruction As It Relates to Learning Disabled Adults in California Community Colleges.
PUB DATE- 31 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; *Computer Assisted Instruction; *Learning Disabilities; Publicity; Questionnaires; State Surveys; *Teacher Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

A study was conducted to determine the advantages and disadvantages of using computer-assisted instruction (CAI) with learning disabled (LD) adults attending California community colleges. A questionnaire survey of the directors of the LD programs solicited information on the availability of CAI for LD adults, methods of course advertisement, courses offered, and attitudes toward the approach. Survey findings, based on responses from all 107 community colleges, included the following: (1) 17% of the institutions offered classes specifically designed to enhance the education of LD adults using computers, and another 21% planned to implement such programs; (2) only three colleges selected LD adults to serve on advisory committees on computer use; (3) 72% of the colleges offering CAI did not send out materials advertising their courses, and 28% of these institutions changed the classroom environment; (4) 94% of the institutions offering CAI indicated that both students and staff were reacting favorably to the computer; (5) advantages of using CAI with LD adults were seen as enabling students to work at their own pace in a non-competitive environment, familiarizing LD students with the computer, providing instant reinforcement, and increasing motivation; and (6) disadvantages of using CAI with this group were seen as the lack of appropriate software and the frustration LD students may feel regarding CAI directions. The questionnaire is appended. (LAL)

DOCUMENT RESUME

ED 238 523 PS 013 626

Decisions about Science. Student Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Academic Achievement; *Decision Making Skills; Environment; Genetics; Group Activities; Instructional Materials; Junior High Schools; Learning Activities; Middle Schools; *Science Activities; *Science Education; Secondary School Science; *Self Concept; *Sex Differences; Sex Fairness; Sex Stereotypes; Student Attitudes; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, examines male and female characteristics and behaviors in relation to genetics and environment. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 17 lessons organized into four parts: (1) female and male attitudes toward science; (2) role of chromosomes and genes in human development; (3) relationship between humans and their environment; and (4) environmental decisions related to technology, lifestyle, and society. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

DOCUMENT RESUME

ED 238 538 PS 013 958

Nicholls, V.; And Others
Parent Involvement in the Lady Gowrie Child Centre, Adelaide, 1981: An Exploratory Study into Why Parents Become Involved to Differing Degrees in Their Children's Early Childhood Centre.
Lady Gowrie Child Centre, Inc., Adelaide (South Australia).
REPORT NO.- ISBN-0-94-9334-01-4
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Day Care; Early Childhood Education; Employed Parents; Foreign Countries; Individual Differences; Interviews; *Nursery Schools; *Parent Attitudes; *Parent Participation; Parent Responsibility; *Parent School Relationship
IDENTIFIERS- *Australia (South Australia)

Part of an exploratory project inquiring into causes and consequences of parent participation, a study was undertaken to identify possible reasons for differences in the extent parents become involved in their children's preschool. The study was conducted at the Lady Gowrie Child Centre in Adelaide, Australia, a center promoting optimum physical and mental health among preschool children from low income, multicultural areas and needing parent participation to maintain its programs. Administered across three terms to three different samples, a total of four questionnaires were employed to ascertain the extent to which parents were involved at the center and to obtain measures of factors thought to be related to involvement. These factors were parents' (1) attitudes toward child development; (2) attitudes toward parent involvment in education; (3) personality; and (4) background, experience, and apparent availability of time. Results indicated that parents were involved in 2 to 36 different ways and varied widely in the amount of time they participated. Of several factors thought to bear on the degree of parental involvement, only two were statistically significant: mothers previously involved spent more time involved, and mothers in paid employment spent less time involved. It was concluded that the question of why parents become involved to differing degrees remains unanswered. (Appended are questionnaires used and additional findings not reported in the text.) (RH)

DOCUMENT RESUME

ED 238 553 PS 014 019

Bradley, Christine F.
The Antecedents and Consequences of Maternal Adaptation in the Postpartum Period. Project Prepare.
British Columbia Univ., Vancouver.; Vancouver Health Dept. (British Columbia).
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Mar 83
GRANT- HW-6610-1176-42
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anxiety; Attachment Behavior; *Birth; Cognitive Development; Depression (Psychology); Emotional Response; Fathers; Foreign Countries; *Infants; Longitudinal Studies; Mothers; *Parent Attitudes; *Pregnancy; *Psychological Characteristics; Questionnaires; Self Esteem; Social Development
IDENTIFIERS- Breastfeeding; British Columbia; Canada; *Parenting; Postpartum

A prospective, longitudinal investigation was made of psychological aspects of pregnancy, birth, and the first year postpartum. The majority of participants were Caucasian (90 percent) and Chinese-Canadian (5 percent) men and women and their infant children. Adult participants completed a series of psychological and attitude measures selected to evaluate personality characteristics, attitudes, anxiety, depression, self-esteem, marital and social adjustment, and life events. Assessment of infants included measures taken in the hospital on the Brazelton Neonatal Assessment, maternal assessment of infant temperament at 6 months, assessment of cognitive and motor development at 12 months, and a laboratory analogue of mother/infant attachment at 12 months. Findings indicated that method of birth was unrelated to maternal adjustment, maternal feelings, or mother/infant attachment. Women exhibiting high levels of either anxiety or depression during pregnancy, in the hospital, and during the postpartum period were found to differ significantly from those exhibiting low levels. Responses to psychological measures taken in the hospital demonstrated the emotional lability of women in the immediate postpartum period. No significant differences were found in infant development and attachment when infants of high- and low-anxious depressed mothers were compared. The psychological functioning of fathers was quite similar to that of their partners. It was concluded that anxiety and depressive affect during pregnancy and following birth is maladaptive and that psychological intervention should be incorporated into health care for pregnant women. (Scale items and tables of data are appended.) (RH)

DOCUMENT RESUME

ED 238 569 PS 014 059

R & D Speaks: Effectiveness of Microcomputers in Educational Applications. Conference Proceedings (Austin, Texas, September 27-28, 1983).

Southwest Educational Development Lab., Austin, Te .

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Computer Assisted Instruction; *Educational Innovation; Elementary Secondary Education; *Microcomputers; *School Effectiveness; Special Education; Teacher Evaluation
IDENTIFIERS- Computer Uses in Education

An invitational conference was convened to examine the use of microcomputers in public school education. Conference presentations summarized in this document offer overviews of instructional computing and discuss software development and evaluation, classroom and laboratory applications, and policy matters regarding software and hardware selection. Other presentations investigate the applicability of actual software in the areas of mathematics and science, special education/special needs, and teacher performance evaluation. In the concluding session, representatives from each participating state department, region, district, and school were invited to discuss the use of computers as educational tools in their respective states; paragraph-length statements report microcomputer futures and options in Arkansas, Louisiana, Mississippi, Oklahoma, New Mexico, and Texas. (RH)

DOCUMENT RESUME

ED 238 587 PS 014 089

McCune-Nicolich, Lorraine
Play-Language Relationships: Correspondence or Decalage?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Pepers, "Papers Presented at..." (150)
DESCRIPTIONS- Biological Influences; *Cognitive Development; Cognitive Processes; Cross Sectional Studies; *Infants; *Language Acquisition; Longitudinal Studies; Models; *Pretend Play; Social Influences; *Symbolic Learning
IDENTIFIERS- Decalage; *Multidimensional Approach; Piagetian Theory

Despite considerable work concerning relationships between cognition and language in the second year of life, these relationships remain obsrure. Clarification depends on resolution in at least three major areas. First, studies should be expanded beyond the scope of cognitive prerequisite models that have been difficult to conceptualize and that may prove too narrow to guide research. Second, in order to test models that go beyond correlation and evaluate structural correspondences across domains, researchers must be able to specify the sequence of development in both language and nonlanguage abilities and propose theoretically sound correspondences. Third, a realistic model for language acquisition must take account of other noncognitive, biological, and social variables influencing language, thus replacing simple cause-effect predictions with a more multidimensional model. The multidimensional model of language acquisition includes biological, experiential, and cognitive variables and their interactions. Recent longitudinal and cross-sectional studies offer evidence of the usefulness of the model. These studies, bearing on the development of combinational abilities in play and language, suggest ways the model might be employed. (RH)

DOCUMENT RESUME

ED 238 603 RC 014 322

Smith, William A.
The Education Game. Technical Note 14.
Massachusetts Univ., Amherst. Center for International Education.; Ministry of Education, Quito (Ecuador).
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- ISBN-0-932288-59-6
PUB DATE- 80
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.00 plus postage, 10% discount on order of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Access to Education; Dramatic Play; *Educational Discrimination; *Educational Games; Foreign Countries; *Group Discussion; Nonformal Education; Perspective Taking; *Role Playing; Rural Education; Simulation; Social Class; Social Discrimination; *Student School Relationship; *Teacher Participation
IDENTIFIERS- Consciousness Raising; *Ecuador

The Education Game, a simulation designed to help professional educators experience what schooling means to students, was originally developed to introduce rural Ecuadorian farmers, who had little formal contact with schools, to the schooling experience, and was later expanded to stimulate discussion among Ecuadorian teachers on school-related problems and daily conflicts. The game looks at education, not as a component or element in a larger system, but as a system in itself; it stresses the interrelatedness of social status and educational success. The booklet contains a game board, instructions for playing the game on the board or as a dramatized simulation (including follow-up discussion), and notes on applying the game in Ecuador. Appendix A lists materials needed to play the game on the board or as a dramatized simulation, a series of four role descriptors (upper class, middle class, village resident, poor), "textbooks" for three economic levels, a test (scores will depend on players' assigned role descriptors and the textbook they have been able to use), and a simulated letter from the Minister of

Education. Appendix B is a chart of the percentage distribution of players at different levels of the dramatized version of the game. (MH)

DOCUMENT RESUME

ED 238 616 RC 014 464

Green, Howard, Comp.; Sawyer, Don, Comp.
Native Adult Basic Education. An Instructor's Annotated Bibliography.
Vancouver Community Coll., British Columbia.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Continuing Education Div.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Basic Education; American Indian Culture; American Indian Education; American Indian History; *American Indian Literature; *American Indians; Annotated Bibliographies; Audiovisual Aids; Biographies; *Canada Natives; *Cultural Background; Culture Contact; Drama; *Federal Indian Relationship; Federal Legislation; Foreign Countries; Legends; Life Style; Multicultural Education; Novels; Poetry; *Resource Materials
IDENTIFIERS- Canada; Folk Medicine; Food Gathering; Metis (People)

An annotated bibliography, designed for use with Vancouver Community College's Native Adult Basic Education program, lists resources relevant to all instructors of Native Indian adult students and to others developing course outlines and classroom material. Most items were published between 1972 and 1981; one dates from 1911. Each listing has a level of use, linked to school grade levels, based on readability, oral vocabulary, student experiences, and maturity of thought. The first major section, entitled "English," is divided into subsections on novels (37 entries), poetry (7), drama (7), short stories and legends (11), and non-fiction (4). The second section, on social studies, lists 40 books and 11 pamphlets, manuscripts and related documents. A section on science describes 11 books. The fourth section, covering art, has 10 entries. A section on multi-media resources gives producer and distributor for each entry, which include 58 films (most made between 1972 and 1978) and 17 video/audio tapes, records and film strips. The sixth section describes 9 newspapers and periodicals. A seventh section lists 22 professional references and 12 reference materials for special groups, the latter not annotated. A final section is an index of publishers and distributors of the material in the bibliography. (MH)

DOCUMENT RESUME

ED 238 630 RC 014 499

Klesner, Margaret
Language Arts for Native Indian Students.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
REPORT NO.- ISBN-0-7719-9086-3
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Education; Bilingual Education; *Canada Natives; Community Schools; Diagnostic Teaching; Educational Resources; Elementary Education; English Instruction; Foreign Countries; *Instructional Materials; *Language Arts; Language of Instruction; Models; Parent Participation; Program Development; Reading Achievement; *Reading Instruction; Second Language Instruction; Services; Skill Development; *Teaching Methods; Writing Instruction
IDENTIFIERS- *British Columbia

The resource book by the British Columbia Ministry of Education explains methods that may help in teaching language arts to native Indian students in grades K-7. The book, an attempt to enhance the development of native students' language skills within the regular classroom, indicates how to incorporate into the regular curriculum materials by and about native people in British Columbia and describes instructional strategies congruent with the learning strategies of many Indian students. The methods described emphasize the child's cognitive and affective strengths and use a child-centered approach that stresses the validity of the native child's experience as the basic material of learning. The resource book presents an in-depth discussion of teaching strategies; steps in learning development; the language of the classroom; preparation for reading; early and later reading levels; the diagnostic teaching of reading; writing instruction; and supportive services for teachers, students, and parents. The appendices include information about health concerns of native Indian students and about the use of wordless picture books and programs, as well as lists of locally developed curricula related to native life and culture, books and materials related to native life and culture in British Columbia, and suggested materials and programs. (SB)

DOCUMENT RESUME

ED 238 644 RC 014 516

Amodeo, Luiza B.; And Others
A Unique Delivery System to Rural Schools: The NMSU-Space Center Microcomputer Van Program.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Agency Cooperation; *Computer Literacy; Computer Programs; *Cooperative Programs; Educational Cooperation; Educational Innovation; Educational Objectives; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Itinerant Teachers; *Microcomputers; *Mobile Educational Services; Program Costs; Program Descriptions; Program Evaluation; Rural Areas; *Rural Education; Rural Schools
IDENTIFIERS- Computer Anxiety; International Space Center; International Space Hall of Fame Foundation NM; *New Mexico; New Mexico State University; Texas Instruments

Collaboration between New Mexico State University's College of Education and three other entities has led to the computer experience microvan program, implemented in 1983, a unique system for bringing microcomputers into rural New Mexico K-12 classrooms. The International Space Hall of Fame Foundation provides the van, International Space Center staff provide administrative coordination and support for scheduling, Texas Instruments Corporation (TI) supplies the microcomputers and software (including the TI LOGO Curriculum Guide, based on Piaget's theory of intellectual development), and the College provides two instructors who travel with the van, plus various support and maintenance functions. Participating school districts pay $150 per day per visit in program cost so they will feel a commitment to effective utilization of the program. Primary project objectives are computer awareness, computer literacy, and hands-on machine time for students and teachers. Students receive instruction during the school day, after which teachers are provided with more detailed instruction and review of available software. First-year evaluations are positive. Rural teachers, many of whom experienced anxiety about computers, are reassured to learn that the van personnel are professional

educators, not computer scientists. Rural students benefit from exposure to microcomputers. Participants want the van to return so they can have more hands-on computer time. (MH)

DOCUMENT RESUME

ED 238 658 RC 014 535

Garbutt, Barbara; And Others
Instructional Program Planning for Outdoor Education.
Oakland County Schools, Pontiac, Mich.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Camping; Discovery Learning; Ecology; Educational Objectives; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Instructional Development; Learning Activities; Observational Learning; *Outdoor Activities; *Outdoor Education; Plant Identification; Program Content; *Resident Camp Programs; Sensory Experience; Soil Science; *Teacher Role; Teaching Guides; Wildlife
IDENTIFIERS- Nature Study

A guide on instructional program planning for outdoor education, prepared for Oakland County (Michigan) teachers, contains suggestions for program planning and lists information sources on suitable outdoor activities. The purpose of outdoor education is defined as being: "to enrich, vitalize and complement content areas of the school curriculum by means of firsthand observation and direct experience outside the classroom." Developing instructional programs is discussed in terms of roles of teachers, resource persons, and students. Components of a planned program are set forth: title, overview, objectives, materials, outline for presentation, evaluation, and bibliography. Activities for seasonal programs and any-time activities are listed. Evening programs for resident camp programs and suggested evening activities are covered briefly, as are planning for bad weather and elective activities. Three how-to sources are listed. Seven sample activities are described in detail, with sections for each on overview, objectives, materials, pre-camp and at-camp activities, and bibliography; sample data sheets are provided where necessary. Activities given study 10 common plants and their use; 10 common trees and their medical use; fallen log studies; senses in the out-of-doors; animals of the meadow; organic matter + sand + rocks + living organisms = soil; and design in nature. (MH)

DOCUMENT RESUME

ED 238 673 SE 041 760

Astrology and Astronomy.
Astronomical Society of the Pacific, San Francisco, CA.
PUB DATE- 83
AVAILABLE FROM- Astrology Packet Department, Astronomical Society of the Pacific, 1290 24th Ave., San Francisco, CA 94122 ($2.00, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Astronomy; *Controversial Issues (Course Content); Lunar Research; Physical Sciences; Science Education; Scientific Research; *Space Sciences
IDENTIFIERS- *Astrology; PF Project; Scientific Theories

One of a series of information packets, the document provides clear, specific information about the controversial subject of astrology. The packet includes six articles explaining the dozens of careful scientific tests which have concluded that there is no scientific evidence supporting astrology. The packet includes an interview with astronomer George Abell, who has spent considerable time examining and exposing the tenets of astrology. In addition, an annotated bibliography lists 19 books and articles published between 1974 and 1982 for further reading. (LH)

DOCUMENT RESUME

ED 238 690 SE 043 665

Duong, Pham Cao
English-Vietnamese Scientific Terminology for High School and Junior College Students. Book 2: Physics = Danh Tu Khoa Hoc Anh-Viet Danh Cho Cac Hoc Sinh Trung Hoc Và Cac Sinh Vien Nam Thu Nhat Dai Hoc. Quyen 2: Vat Ly Hoc.
Bay Area Bilingual Education League, Berkeley, Calif.
PUB DATE- Apr 76
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *College Science; High Schools; *Physics; Science Education; *Secondary School Science; Two Year Colleges; *Vietnamese; *Vocabulary

Vietnamese students now enrolled in American high schools incur an extremely special need in English. After being taught subject matter disciplines in Vietnamese for many years, and while English is still a foreign language for them, these students are bound to go through two linguistic processes. First, while reading or sitting through lectures conducted in English, they mentally translate ideas into Vietnamese, then think in Vietnamese and reason the Vietnamese way to understand them. Second, when doing homework or trying to say something, they think first in Vietnamese before mentally translating their thoughts into English. To help overcome these and other obstacles, and in line with one of the important principles in bilingual education (to help create equal opportunities for students in the American educational system), an English-Vietnamese scientific terminology series has been produced. This document, the second in the series, presents an alphabetical list of physics terms in English with corresponding terms in Vietnamese. In the translation of the English terms into Vietnamese, existing Vietnamese equivalents were kept and words based on Sino-Vietnamese linguistic root or outright phonetic transcription were adopted. The document is designed to serve the needs of both high school students and college freshmen. (JN)

DOCUMENT RESUME

ED 238 705 SE 043 681

1984 National Science Foundation Authorization. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Eighth Congress, First Session on H.R. 2066 (February 23,25; March 1,8,10, 1983). No. 21

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Astronomy; *Behavioral Science Research; Budgets; Earth Science; Elementary Secondary Education; *Engineering Education; *Federal Aid; *Federal Programs; Graduate Study; Hearings; Higher Education; Industry; Information Science; *Instrumentation; Oceanography; Policy Formation; Program Administration; School Business Relationship; *Science Education; Science Equipment; Social Science Research
IDENTIFIERS- Congress 98th; Information Science Research; *National Science Foundation

These hearings focused on the National Science Foundation's (NSF) proposed program and budget. Testimony of witnesses, prepared statements, discussions, and supporting documentation (including hearings summary) are provided. Among the issues, areas, and topics addressed were: (1) relevance of NSF's mission to presidential goals; (2) science and engineering education, considering NSF responsibilities for graduate education, NSF role in pre-college programs (evolution of NSF pre-college activities and objections to NSF's perception of its limited role in precollege science education), and NSF undergraduate science education programs (augmenting teachers' salaries and matching programs, and use of computers in education); (3) programs in the astronomical, earth, and ocean sciences; (4) research instrumentation (considering federal aid, industrial funding, NSF relationship to National Technical Information Service, university views of inadequacy of instrumentation and responsibilities for funding instrumentation); (5) new management plan for the Directorate for Scientific, Technological, and International Affairs; (6) support for behavioral

and social science research support programs; and (7) support for information sciences research (including research that warrants attention, NSF involvement in computer networks, need for coordination of information sciences research in NSF). The issue of transferring Environmental Protection Agency research to NSF was also discussed. (JN)

DOCUMENT RESUME

ED 238 720 SE 043 741

Student Enrollment in Geoscience Departments. 1982-1983.
American Geological Inst., Washington, D.C.
SPONS. AGENCY- Geological Survey (Dept. of Interior), Reston, Va.
PUB DATE- 83
AVAILABLE FROM- Additional copies of this report are available upon request from EEO-U.S.G.S., Stop 116, National Center, Reston, VA 22092 (while supplies last).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Science; Engineering; *Enrollment; *Enrollment Trends; Environmental Education; *Geology; *Geophysics; Higher Education; Minority Groups; Ocean Engineering; *Oceanography; Paleontology; Science Departments; Science Education; Soil Science
IDENTIFIERS- Canada; Hydrology; Mineralogy; United States

Presented in table format are student enrollment data for geoscience disciplines at colleges and universities in the United States and Canada. Subfields for both countries include: geology; geophysics; oceanography; marine science; geological engineering; geophysical engineering; geochemistry; hydrology; mineralogy; paleontology; soil science; environmental science; and general earth science. Earth science teaching is also included for the United States. Data are presented for each of these disciplines alphabetically by institution (and alphabetically by state for the United States). Sections providing summary data and minority information are also included. Among the findings reported for the 1982-83 school year are those indicating that the total number of geoscience students at all academic levels in the United States (47,301) increased 6.4 percent over the previous academic year, that total male enrollment rose 6.7 percent and total female enrollment rose 5.5 percent over the 1981-82 figure, that women constituted 23.9 percent of all enrollments and earned 23.9 percent of all degrees, that minorities made up 2.6 percent of enrollees and earned 2.1 percent of all geoscience degrees in 1981-82, that enrollment increased at all three degree levels between 1981-82 and 1982-83, and that the 36,839 U.S. undergraduate majors represented a 7.43 percent increase over the previous year. (JN)

DOCUMENT RESUME

ED 238 735 SE 043 761

Sowder, Larry; And Others
Format Variables and Learner Characteristics in Mathematical Proble
Solving. Final Technical Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 84
GRANT--NSF-SED-8108134
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Educational Research; *Elementar
School Mathematics; *Elementary Secondary Education; Learning
Disabilities; *Learning Modalities; *Mathematics Instruction;
Problem Sets; *Problem Solving; Reading Skills; Secondary School
Mathematics; *Sex Differences; Spatial Ability; *Student
Characteristics
IDENTIFIERS- *Mathematics Education Research

The effect on performance of different formats for typical mathematics story problems was studied, along with the relationship of certain learner variables. More than 1200 children in grades 3-8 including over 220 learning-disabled students, were tested and/or interviewed. Story problems were in the usual format found in textbooks, an abbreviated verbal format also found in some textbooks, and a format in which a drawing carried much of the information about the problem. It was found that, for most children the abbreviated format did not result in better performance. The drawn format helped some children, especially those at the lower ends of scales measuring cognitive restructuring and reading comprehension. Learning-disabled children experienced some success, even with problems containing extraneous information. Overall, females scored higher than males on a reading test, but males tende to score higher on problem and cognitive tests. Limits of working memory and deficiencies in understanding the meanings of operations are hypothesized to explain some of the results. (Author/MNS)

DOCUMENT RESUME

ED 238 750 SO 015 120

Davis, Gaylene
Hopping into Economics: First Graders Learn about Economics through an Easter Theme.
Jonesboro School District 1, Ark.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Awards; *Economics Education; Games; Grade 1; Inflation (Economics); Learning Activities; Primary Education; Program Descriptions; Teacher Developed Materials; Units of Study
IDENTIFIERS- *Easter; Holidays; Interdependence

A 3-month study unit introducing first grade students to economics through an Easter theme is outlined in five sections. Sections 1 and 2 describe rationale, goals, and learning objectives. Section 3 provides learning activities. A wide range of instructional strategies is used to teach the basic economic concepts of want, need, scarcity, inflation, goods and services, division of labor, and economic interdependence around the framework of Easter preparation. Bulletin boards, an Easter wish book, economic riddles, and Easter stories introduce students to wants and needs. Adaptations of games such as musical chairs present the idea of scarcity, and supply and demand. Creating murals and baking cookies and bread are used to convey the concepts of goods and services, division of labor, interdependence, and production and consumption. Students also practice economic problem-solving through applications of a 5-step decision-making process. In section 4, the overall project is evaluated. Section 5, a bibliography, includes audiovisual and print resources, games, and free materials. A separate section contains copies of all written class activities, including stories, worksheets, tests, puzzles, and a coloring book. (LP)

DOCUMENT RESUME

ED 238 765 SO 015 197

Suter, Coral; Croddy, Marshall
Of Codes and Crowns: The Development of Law. Student's Book
Law-in-Social Studies Series.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 83
GRANT- 3-0045-8-CA-JN; 82-03648-X857
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Anthropology; Archaeology; Instructional Materials; *Interdisciplinary Approach; Justice; Laws; *Legal Education; Secondary Education; Social Studies; Western Civilization; *World History
IDENTIFIERS- Authority; *Legal History

Intended to supplement secondary level world history courses, this booklet will help students understand the history of and need for rules and laws. There are five units. In the first unit, students examine evidence from anthropology and archaeology which show how rules developed in prehistoric cultures. The second unit deals with the Code of Hammurabi and helps students understand Mesopotamian ideas about justice and law. Justice and making rules work are the major topics of unit 3. Students learn how the Greeks kept their "an eye for an eye" concept of justice from becoming an excuse for endless killing. The fourth unit treats legal processes. Examined are the ways of enforcing and making judgments under the law in England during the Middle Ages. The need for authority is the focus of the concluding unit, which contains stories set in 14th century Renaissance in Italy. Students are involved in many different kinds of activities. For example, they analyze case studies, read and discuss fictional short stories, study time lines, give brief oral reports, write endings to stories, and participate in mock trials. Discussion questions and definitions of new vocabulary are included.

(RM)

DOCUMENT RESUME

ED 238 780 SO 015 314

Intergovernmental Conference on Education and International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a View to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament (Paris, France, April 12-20, 1983). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Civil Liberties; Comparative Education; Cultural Awareness; *Disarmament; Educational Practices; Educational Principles; Educational Research; Foreign Countries; Global Approach; Information Processing; International Cooperation; *International Education; Laws; Multicultural Education; Nonformal Education; *Peace; Teacher Education; Technical Writing

The purpose of this conference was to review the activities undertaken by members to implement the recommendations established by the 1980 General Conference concerning education aimed at international understanding and cooperation, peace, human rights, and fundamental freedoms. Pepresentatives of 122 member states of UNESCO attended this conference, which had a total of 546 participants. There are three major parts to the report. Part 1, the "General Report," discusses preparations for and the work of the conference, the adoption of the draft final report and recommendations, and reports of the closed meeting and of the plenary. Part 2 contains the "Reports of the Commissions." Topics examined are basic principles, traditions, policies, and legal measures; formal education; out-of-school education, intercultural exchanges, and the role of the media; training of educational personnel, research, and experimentation; international cooperation; the preparation of reports at the national level; collecting information at the international level; and the synthesis of member states' reports. Part 3 contains the "Recommendations" and the text of the "Appeal." Included in the annexes are the agenda, the opening and closing addresses, and lists of documents and delegates. (RM)

DOCUMENT RESUME

ED 238 796 SO 015 334

Muir, Sharon Pray; Cheek, Helen Neely
A Developmental Mapping Program Integrating Geography and Mathematics.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Curriculum Development; Developmental Stages; Elementary Education; *Geography Instruction; Inservice Teacher Education; Interdisciplinary Approach; Locational Skills (Social Studies); *Map Skills; *Mathematics Instruction; *Models; Skill Development; Spatial Ability; Teacher Workshops
IDENTIFIERS- Bruner (Jerome S); Piagetian Tasks; Piagetian Theory

Presented and discussed is a model which can be used by educators who want to develop an interdisciplinary map skills program in geography and mathematics. The model assumes that most children in elementary schools perform cognitively at Piaget's concrete operational stage, that readiness for map skills can be assessed with Piagetian or Piagetian-like tasks, and that the Brunerian model for concept formation can be applied to mapping instruction. The model's seven skills which comprise the curricular scope for elementary mapping experiences are symbols, perspectives, direction, distance, location, scale, and relief. For each geographic map skill, the model lists its companion mathematics skill, a question which defines the skill's scope, and the related assessment task. For example, the companion mathematics skill to symbols is experience in recording data--first concretely, then pictorially, and finally with mathematical symbols. To define a symbol or a concrete recording the question "What Is It?" could be asked. The assessment task might consist of a picture-symbol substitution. The paper concludes with a description of an inservice teacher training workshop based on this model. (RM)

DOCUMENT RESUME

ED 238 810 SO 015 372

Maxey, Phyllis F.
Advertising and Free Speech. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Advertising; *Business; Case Studies; Economics Education; *Freedom of Speech; Instructional Materials; Learning Activities; Secondary Education; Units of Study
IDENTIFIERS- *Business and Society

One of a series of high school level units on business issues, thi packet introduces students to a new type of business advertising, "issue ads." This non-product advertising allows a corporation or business organization to express its viewpoint directly to the public. Because this is a complex issue, the unit is recommended for students with some background in business study. A teacher's guide and student materials are provided in two separate sections. Following an overview of activities and objectives, the teacher's guide outlines four daily lessons. Also included in this section are answer keys, suggestions for follow-up activities, background readings, and recommendations for using business professionals as classroom resources. The student materials examine specific issue ads on government regulation, energy, and inflation and the arguments for and against this type of corporate free speech through four learning activities. These activities range from an analytical reading to a legal case study and a research project in which students record issue ads they see and conduct a public opinion survey on the ads. (LP)

DOCUMENT RESUME

ED 238 824 SP 022 551

Nielsen, Earl T.
Instructional Aides: Employment, Payroll Procedures, Supervision, Performance Appraisal, Legal Aspects.
San Mateo Office of Education, Redwood City, CA.
PUB DATE- Jul 77
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Checklists; Contracts; Elementary Secondary Education; Employment Interviews; Employment Opportunities; Employment Problems; Evaluation Criteria; Guidelines; Inservice Education; Job Application; Legal Responsibility; Payroll Records; Personnel Evaluation; *Personnel Management; Personnel Selection; Rating Scales; *Teacher Aides; *Training Methods
IDENTIFIERS- *Job Orientation; PF Project; Sample Forms; Sample Materials; Teacher Aide Evaluation; *Training Materials

Designed to assist school administrators in their efforts to secure, train, and retain the most qualified instructional aides available, the monograph discusses procedures for employment, payroll processing, aide supervision, performance appraisal, and legal aspects involved in the hiring of instructional aides. Specific topics include recruitment, interviews, selection, orientation, employee handbooks, record-keeping, types of systems, and a suggested evaluation process. Included is an extensive checklist of possible tasks for the aide, arranged in the following categories: general tasks, housekeeping, non-instructional, audiovisual, and instruction-related. The section on legal aspects includes information on rules and regulations, staffing ratio, teacher presence, health, compensation, benefits, time off, layoffs, and reemployment. A contract, aide evaluation form, and other sample forms and procedures are followed by a bibliography of over 30 books and articles published between 1951 and 1974. (LH)

DOCUMENT RESUME

ED 238 839 SP 023 457

Woolever, Roberta
Observing Student Teachers for a Hierarchy of Generic Teaching Skills.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Achievement Rating; *Behavioral Objectives; *Classroom Observation Techniques; Evaluation Methods; Higher Education; Individual Development; Preservice Teacher Education; Student Evaluation; *Student Teachers; *Teacher Behavior; Teacher Effectiveness; Teacher Evaluation; *Teaching Skills

An approach to supervision and evaluation of student teachers includes identification of generic teaching competencies and a systematic appraisal with reference to established desirable teaching behaviors. Structured Classroom Observation Guides, focusing on particular skills during each week of the practicum experience and progressing from basic to complex skills throughout the course of the semester, were developed for use by student teachers' supervising teachers and university supervisors. Teaching competencies included on the Observation Guides were determined by reasonable expectations of ability to write and speak well, research findings on teacher effectiveness, established educational practice, and the educational philosophy of the college and training school site. Student teachers are observed for competency in general professionalism; gaining and holding pupil attention; using reinforcement; increasing student motivation; lesson planning, implementation, and evaluation; and leading classroom discussion. These competencies are organized in a hierarchy which reflects generally accepted assumptions on how difficult they are for student teachers to master. This report presents a discussion on the rationale for developing the Structured Observation Guides and how they are used. Samples from the Observation Guides are included that list the teaching behaviors to be observed at every level of difficulty in the hierarchy. (JD)

DOCUMENT RESUME

ED 238 855 SP 023 500

One of a Kind: A Practical Guide to Learning Styles K-6.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aural Learning; *Cerebral Dominance; Class Organization; *Cognitive Style; Elementary Education; Kinesthetic Perception; *Learning Modalities; Learning Processes; Learning Strategies; Schemata (Cognition); *Student Characteristics; Student Teacher Relationship; Tactual Perception; *Teaching Methods; Verbal Stimuli; Visual Stimuli

This guidebook is based on research on the human brain and the way it processes information. It is noted that research on the learning process has studied the differing functions of the left and right hemispheres of the brain. This research supports the theory that students are inclined to learn through different modalities (tactual/kinesthetic, visual, or auditory) and that teaching styles and classroom environments can be modified to meet the needs of different kinds of learners. The guide provides information on indicators and predictors of learning styles and effective teaching strategies for students with particular learning styles. An overview is presented of learning style inventories and trial lessons which have been developed to determine a student's learning style. A learning style inventory is included, offering a comprehensive approach to diagnosis of an individual's learning style, and an informal checklist for student use provides clues to the characteristics which may influence learning style. Classroom activities for children from K-6 are presented, each geared to be effective with combinations of kinesthetic, tactual, visual, and aural learning styles. (JD)

DOCUMENT RESUME

ED 238 870 SP 023 642

Dumas, Wayne; Weible, Thomas
Standards for Elementary Teacher Certification: A Fifty State Study.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Education; Accrediting Agencies; Education Courses; Elementary Education; *Elementary School Teachers; Higher Education; Preservice Teacher Education; Required Courses; State Departments of Education; *State Standards; *Teacher Certification; *Teacher Education; Teacher Education Curriculum; Teacher Education Programs

A study of the minimum program standards established by 50 state education agencies for preparation and certification of elementary school teachers focused on the status of general education requirements, professional education requirements, and requirements for areas of concentration. Two reference points were employed in analysis of the resulting data: the National Association of State Directors of Teacher Education and Certification (NASDTEC) standards of quality in the certification of teachers and the National Council for the Accreditation of Teacher Education (NCATE) standards for the preparation of teachers for certification. Data are presented in terms of the minimum semester hours in general and professional education and areas of concentration required by state departments of education. Data revealed a wide diversity nationally as to which major component (general vs professional education) is likely to contribute to the development of an excellent elementary school teacher. The most notable weaknesses of state standards in relation to the guidelines set by NASDTEC and NCATE fell within the professional education component. The central dilemma for teacher education institutions and state education agencies was seen as arriving at the proper balance between professional training and general education or liberal arts. (JD)

ED 238 570 PS 014 060

Zigich, Mildred L.
A New Computer! Can I Use it?
PUB DATE- Dec 82

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- *Computer Literacy; *Educational Innovation; *Elementary School Students; Grade 1; *Microcomputers; Primary Education; Student Attitudes; Surveys; Teacher Attitudes

An instructional program was developed and implemented to help four first-grade students use an Atari 800 microcomputer. To determine the extent to which the four students and 40 teachers were familiar with computers and to judge their attitudes toward using them in classrooms, a survey was administered. While teachers' responses varied, all students had no previous experience with computers and were eager to use them. The instructional program was then developed to increase children's awareness of the capabilities of the computer, to increase familiarity with the operation of the computer, to assist and instruct children in programming and running programs, and to enable children to work comfortably with and instruct their peers. The program consisted of (1) pretesting students for prior knowledge; (2)instruction in terminology, operation, programming, and game playing; and (3) posttesting and evaluations. Plans were made to produce a handbook for teachers that would provide directions for operating computers and examples of simple programs. After 9 weeks of experience, the children were able to use the computer with ease. (Related materials are appended.) (Author/RH)

ED 238 674 SE 041 761

Fraknoi, Andrew
Exploring the Universe: An Introductory Bibliography in Astronomy.
Astronomical Society of the Pacific, San Francisco, CA.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Astronomy; Resource Materials; *Space Sciences
IDENTIFIERS- PF Project

Arranged in five sections, this annotated bibliography cites over 40 introductory level resources on astronomy published between 1972 and 1981. A note on the availability of these resources precedes sections covering general introductory books, magazines featuring non-technical articles, general books for readers with slight background, recommended books on special topics, and books for observing projects. With the exception of magazine citations, all sections are arranged alphabetically by author. (LP)

ED 238 825 SP 022 552

Wilson, Dorothy; And Others
Music Workshop Packet.
Lafayette School Corp., IN.
PUB DATE- 72
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Elementary Education; *Elementary School Teachers; Fine Arts; Instructional Materials; Learning Activities; *Music Activities; *Music Education; *Teacher Workshops Teaching Methods
IDENTIFIERS- Harmony; Melody; PF Project; Pitch (Music); Rhythm; Timbre Discrimination

Designed for administrators promoting music workshops for teachers the packet presents a general workshop framework used by California Public Schools. Eight recommendations for planning a 30-hour workshop, and 12 hints for working with classroom teachers are listed. Each of the 15 sessions represents a two-hour block of time representing the following topics: rhythm, pitch and melody, tempo and dynamics, timbre, harmony, form, and style. By taking one element of music at a time, teachers see the complete development of each. Each section lists concepts and skills to be developed (in checklist format); and suggested activities, materials, and recordings. The last session is used for general review of weak areas and for showing how all elements are developed simultaneously through the separate lessons. (LH)

ED 238 840 SP 023 458

Payne, Judith S.
An In-Service Workshop That Helps Teachers Reduce Computer Anxiety.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Anxiety; *Computer Literacy; Educational Technology; Higher Education; Home Economics Teachers; Inservice Teacher Education; *Microcomputers; Program Effectiveness; *Teacher Attitudes; Teacher Motivation; *Teacher Workshops; Teaching Methods
IDENTIFIERS- *Computer Anxiety

In this review and evaluation of a week-long workshop in computer literacy developed for home economics teachers, the following points are raised: (1) There is a need for inservice programs designed to overcome teacher anxiety about computers; (2) Lack of instruction regarding the use of the microcomputer is the most important factor limiting the educational use of computers; (3) Teachers have a low level of confidence in hardware and software; (4) Computer instruction should focus on drill and practice, precise question-answering, review of materials, and achievement testing; and (5) Computers are effective in motivating students. A description is given of the activities designed for the 110 participants (all home economics teachers) in each session of the workshop. Teachers' responses to a post-workshop questionnaire are presented, and their progress in overcoming their fear of computers is discussed. Suggestions are made for developing computer workshops for teachers and also for incorporating computer literacy programs into preservice teacher education programs. (JD)

ED 238 856 SP 023 501

One of a Kind: A Practical Guide to Learning Styles 7-12.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aural Learning; *Cerebral Dominance; Class Organization; *Cognitive Style; Kinesthetic Perception; *Learning Modalities; Learning Processes; Learning Strategies; Schemata (Cognition); Secondary Education; *Student Characteristics; Student Teacher Relationship; Tactual Perception; *Teaching Methods; Verbal Stimuli; Visual Stimuli

This guidebook is based on research on the human brain and the way it processes information. It is noted that current research on the learning process has investigated the differing functions of the left and right brain hemispheres. This research supports the theory that students are inclined to learn through different modalities (tactual/kinesthetic, visual, or auditory) and that teaching styles and classroom environment can be modified to meet the needs of different kinds of learners. The guide provides information on indicators and predictors of learning styles and effective teaching strategies for students with particular learning styles. An overview is presented of learning style inventories and trial lessons which have been developed to determine a student's learning style. A learning style inventory is included, offering a comprehensive approach to diagnosis of an individual's learning style, and an informal checklist for student use provides clues to characteristics which may influence learning style. Classroom activities for students from grades 7-12 are presented, each geared to be effective with combinations of kinesthetic, tactual, visual, and aural learning styles. (JD)

ED 238 871 SP 023 643

McClaran, Diane M.; Breakey, Robin Sarris

Self Care Resource Corner: Its Impact on Appropriate Health Service Utilization.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Students; Health Education; Higher Education; *Medical Care Evaluation; *Patient Education; *Primary Health Care; School Health Services; Self Evaluation (Individuals); *Self Help Programs

In an effort to intervene before students enter the medical care system at the University of Michigan, a Self Care Resource Corner and accompanying materials were developed and implemented. The objective was to encourage students to view themselves as the primary decision makers for health-related conditions before seeking care from clinicians. Focusing primarily on the common cold, a decision tree was developed combining relevant information describing usual cold symptoms and treatments. Over-the-counter medications were described and order forms made available for selecting appropriate medications. These forms, with choice of medication checked, were presented to the pharmacy by the student, and later collected and used in evaluating the process. Based on the evaluation data (gathered from students' written evaluations of the Corner and program materials, the self-prescription forms, and aggregate utilization data collected monthly before and after the intervention), the program is being expanded to include other self-limited conditions. In addition, self care areas may be implemented in residence halls where materials would be available to students before they initiate a visit to the Health Service. (JD)

ED 238 466 JC 830 547

Palermo, Karen R.
Nutrition for Nurses: Nursing 245.
PUB DATE- 22 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Content; Course Descriptions; *Course
Objectives; Higher Education; Learning Activities; Nursing; *Nursi
Education; *Nutrition; *Nutrition Instruction

A description is presented of "Nutrition for Nurses," a prerequisite course for students anticipating entrance into the junior level of a state university registered nursing program. Introductory material highlights the course focus (i.e., the basics of good nutrition; nutrition through the life cycle; nursing proces in nutritional care; and dietary interventions for the promotion o health) and presents prerequisites, course units and times. The following sections provide a definition of terms; outline major course goals and objectives; list unit titles; indicate time allotted for each unit; and list instructional materials. Next, th content of the course units is presented. Part I, The Theory of Human Nutrition, includes units on the science of human nutrition, the nutritive process, and nutrition through the life cycle. Part II, The Application of Nutrition to Nursing Practice, includes uni on the nursing process in nutritional care, and dietary interventions for alterations in the nutritional process. Each uni includes student goals and objectives, and specifies activities fo that unit. Finally, procedures for student evaluation and course revision are presented. (HB)

ED 238 481 JC 840 007

McCabe, Robert H.
A Status Report on the Comprehensive Educational Reform of Miami-Dad
Community College.
Miami-Dade Community Coll., Flr
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Academic Persistence; *Academic Standards; Achievement Rating; *Achievement Tests; Black Students; College Graduates; Community Colleges; Comparative Analysis; *Educational Change; Graduation; Hispanic Americans; State Norms; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

Between 1978 and 1983, Miami-Dade Community College (MDCC) undertook a comprehensive reform of its educational program in order to permit the continuation of the open door, while strengthening expectations and increasing the educational achievement of its graduates. Elements of the reform included the reinstatement of a placement testing program; the establishment of Standards of Academic Progress to monitor student performance and control credit load; and the implementation of student information systems to provide individualized feedback on mid-term academic performance and progress toward meeting graduation requirements. One measure of the effects of these reforms is graduate achievement on the College Level Academic Skills Test (CLAST), which since fall 1982 has been a condition for proceeding to the junior year in Florida's state universities. Results of the 1983 CLAST administration show that MDCC graduates had a mean score in computation higher than that of 25 of the other 27 community colleges and 6 of 9 universities, despite the fact that 50% of the entering MDCC students were found to be deficient in mathematics. Another measure of the impact of the educational reforms is graduation and re-enrollment rates, which experienced a sharp decline immediately after the reforms were implemented, but have since fully recovered. A final impact measure is the virtually unanimous response of faculty, staff, and students in favor of more rigorous standards. (LAL)

ED 238 496 JC 840 025

Education Policy Committee Report to the Spring 1981 Conference.
Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Articulation (Education); Basic Skills; *Community Colleges; Educational Diagnosis; *Faculty Organizations; Higher Education; *Intercollegiate Cooperation; State Universities; *Testing Programs
IDENTIFIERS- *Academic Senate for California Community Colleges; *California

The Education Policy Committee's actions and recommendations are presented regarding resolutions passed at the fall 1981 conference of the Academic Senate for California Community Colleges (ASCCC). First, a resolution recommending the pursuit of departmental articulation agreements with state colleges and universities is addressed. Statewide articulation activities are detailed next, including those of the Articulation Council, the California Postsecondary Education Commission, the California Roundtable for Higher Education, the Intersegmental Committee of Academic Senates, the Chancellor's Office of California Community Colleges, and the ASCCC. Committee recommendations concerning articulation at the local level are followed by a listing of ASCCC resolutions passed between 1979 and 1981 concerning articulation. Committee analyses, responses, and recommendations are presented next for ASCCC resolutions regarding the Educational Code's amended definition of "students who can profit from instruction"; expectations of high school students entering community colleges with respect to course work; and procedures to identify and remediate deficiencies in bas reading, writing, or math competencies. Finally, results are summarized from an ASCCC survey of community college testing practices. (LAL)

ED 238 510 JC 840 803

Shelton, Marilyn M.

Non-Broadcast Instructional Video Programming.

PUB DATE- 2 Dec 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Audiovisual Instruction; Autoinstructional Aids; Community Colleges; Educational Technology; Field Trips; *Instructional Systems; Program Descriptions; Program Effectiveness; Teaching Methods; Two Year Colleges; *Video Equipment; *Videotape Recordings

IDENTIFIERS- Golden West College CA; PF Project

The TeleMedia Production facility at Golden West College (California) was created to provide non-broadcast video instructional programming. Because of cost considerations, the college chose to use a portable video system. The portable system requires only a small crew, can go on location almost anywhere, and includes an editing capability. Three types of programs are produced: (1) the video lesson; (2) the video series; and (3) the video field trip. The video lesson is a single program or series of programs which can stand alone. Two examples are "Interview for Success," a series of programs on interviewing for specific jobs, and "Physical Assessment of the Neonate," a program which has cut in half the time required for teaching routine material. An example of a video series is "Golden Keys Typing," a self-paced series used in place of lectures. The video field trip is a practical way to take an entire class on a field trip while avoiding the time and expense usually involved. Non-broadcast video programming has been successful in promoting interest and improving performance. This document also includes an account of the development and purpose of "Innovation Abstracts" written by the outgoing editor of the series. (DC)

ED 238 524 PS 013 627

Decisions about Physical Activity. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Attitude Change; *Decision Making Skills; Instructional Materials; Junior High Schools; Learning Activities; Middle Schools; Physical Activities; *Physical Education; *Physical Fitness; Resource Materials; *Self Concept; *Sex Differences; Sex Fairness; Sex Stereotypes; Student Attitudes; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, is designed to increase physical fitness and to improve self-concept and decision-making skills in relation to physical activity. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, and a bibliography of print and audiovisual resources. The bulk of the guide consists of 29 lessons organized into three parts: (1) introduction to male and female differences in attitudes toward physical activity and development of positive attitudes in this area; (2) activities to enhance abilities and attitudes in six areas of physical fitness; and (3) post tests and personal decision making related to future physical activity. The final section provides a unit performance test with answer key. (DC)

ED 238 539 PS 013 962

Herrenkohl, Roy C.; And Others
The Recurrence of Abuse in Child-Abusing Families. Final Report.
Lehigh Univ., Bethlehem, Pa. Center for Social Research.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD
Washington, D.C.
PUB DATE- Jun 78
CONTRACT- 90-C-428
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Records; *Child Abuse; Child Rearing; Family Characteristics; Family Problems; Followup Studies; *Incidence; Influences; Intervention; Interviews; Parent Attitudes; *Parent Background; *Parents; Premature Infants; Prevention; *Program Effectiveness; *Recidivism; Research Methodology; Stress Variables
IDENTIFIERS- Pennsylvania

A study was made of the repetition of child abuse. (This repetiti is sometimes referred to as recurrence or recidivism). The central feature of the research strategy was a followup on a group of families cited for abuse, conducted to determine the degree to whic abuse had recurred or had been discontinued and to assess the conditions associated with these behaviors. To accomplish this, two activities were undertaken. One activity provided for analysis of existing records relating to the families' abusive treatment of their children. The other consisted of interviews of heads of families about the situation at the time of the initial abuse citation and about the parents' background, particularly with respect to child rearing practices the parents had themselves experienced. An interview instrument and case record review procedures were developed, the child abuse literature was examined, and an instrument was designed to assess hypotheses regarding antecedents of abuse. A total of 328 families residing in two Pennsylvania counties participated in the study. Data analysis initially focused on the recurrence or discontinuation of abuse; th relationship between indicators of recurrence and possible causes o recurrence were then examined. Finally, the effectiveness of services in reducing or preventing the recurrence of abuse was assessed. (Numerous results are discussed, and implications for protecting children are pointed out.) (RH)

ED 238 588 PS 014 090

Teachers' Views on Excellence in Education. Six NEA Booklets.
National Education Association, Washington, D.C.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Change; *Educational Improvement; *Educational Responsibility; Elementary Secondary Education; *Equal Education; Federal Government: Government Role; *High Schools; Local Government; Position Papers; State Government; *Student Evaluation
IDENTIFIERS- National Commission on Excellence in Education

Collected here are six National Education Association (NEA) position papers in the form of booklets that address issues raised by the report of the National Commission on Excellence in Education. The booklets are entitled: (1) "A Guide for Teachers to a Nation at Risk and Other Studies"; (2) "Teachers' Views About High School"; (3) "Teaching Views About Student Assessment"; (4) "The Teaching Profession"; (5) "Teachers' Views of Equity and Excellence"; and (6) "Local, State and Federal Roles." (RH)

ED 238 604 RC 014 323

Bergau, Nancy; Soedharno, R. F.
Using Consultants for Materials Development. Technical Note No. 19.
Massachusetts Univ., Amherst. Center for International Education.

SPONS. AGENCY- Ministry of Education and Culture (Indonesia).; World Bank, Washington, D. C.
REPORT NO.- ISBN-0-932288-65-0
PUB DATE- 82
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Consultants; Developing Nations; Feedback; Foreign Countries; Guidelines; *Instructional Materials; Interaction; *Interprofessional Relationship; Job Development; *Material Development; *Needs Assessment; *Performance Contracts; Personnel Management; Personnel Selection; Records (Forms); Specifications
IDENTIFIERS- *Indonesia

A technical note on using consultants for learning materials development and production, written for the staff of the Indonesian Directorate of Community Education, outlines procedures for determining the need for consultants, choosing the kind of consultant needed, and working effectively with consultants. What consultants are, and what kinds of services they perform are described. Other sections detail how to determine when consultants are needed and of what kind. How to find a consultant and how to choose a consultant are covered in subsequent sections. "How Do You Hire a Consultant?" discusses the written agreements or contracts made with consultants, and provides a sample memo of agreement. Needs during the consultancy are outlined. A section on implementing a media consultancy lists factors influencing the outcome and questions which must be asked before work begins. The phases of the consultancy process are given: negotiations, goals and objectives, review, synopsis/treatment, review, draft/story board/mock-up, review, production, review, field test, review, revision, review, mass production, distribution, and final review. "What Is Next?" covers evaluating a consultant's work and providing feedback. Guidelines provided are intended to be useful to all agencies and individuals who use consultants in learning materials development. (MH)

ED 238 617 RC 014 466

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (8th, Bangkok, Thailand, March 22-28, 1983). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 83

AVAILABLE FROM- UNIPUB, 205 East 42nd St., New York, NY 10017.

LANGUAGE English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Access to Education; Agricultural Education; Developing Nations; Distance Education; *Educational Development; Educational Innovation; *Educational Policy; *Educational Technology; Elementary Secondary Education; *Equal Education; Foreign Countries; Information Networks; International Programs; National Programs; Nonformal Education; Program Development; Program Evaluation; *Rural Development; Rural Education; *Science Education; Staff Development; Teacher Education

IDENTIFIERS- *Asian Programme of Educ Innovation for Development; Science for All Programs

The report of the Eighth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) reviews APEID's activities for 1981-82 and proposed third-cycle program (1982-86), and includes group reports on universalization of primary education, promotion of scientific and technological creativity, and information, communication support and functioning of the APEID network. APEID activities for 1981-82 are listed, including development of distance learning materials for teacher education, and seminars on agricultural education and rural development. The 1982-86 APEID program, including recommended modifications, is outlined, and major educational policy trends in APEID countries are summarized. A group report on universalization of primary education discusses access to education, retention/completion rates, repeaters, dropouts, achievement standards, guidelines for national studies, strategies and activities at regional/national levels, and planned activities for 1983-84. The report on promotion of scientific and technological creativity (with focus on science for all) describes past efforts in science education and issues in development of comprehensive "Science for All" programs, defines

"all" and "science," and covers learning needs, delivery systems, personnel training, evaluation, supervision, equipment, and regional cooperation. A third report discusses information development/dissemination within APEID, functions of national development groups (NDG), development of communications support, and APEID's 1983-84 program. Guidelines for NDG's are included.

ED 238 631 RC 014 500

Bureau of Indian Affairs Plans to Consolidate Off-Reservation Indian Boarding Schools.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/RCED-83-204

PUB DATE- 12 Sep 83

AVAILABLE FROM- Superintendent of Documents, U. S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, Md 20760 (first 5 copies free, $3.25 bound copies, $1.00 unbound copies, 25% discount on orders for 100 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Admission Criteria; *American Indian Education; American Indians; *Boarding Schools; Classrooms; Counseling Services; Curriculum; Dismissal (Personnel); Dormitories; Educational History; Elementary Secondary Education; Enrollment; Federal Indian Relationship; Federal Regulation; Improvement Programs; *Institutional Characteristics; Relocation; School Buildings; *School Closing; Special Education; Student Characteristics; Student Placement

IDENTIFIERS- *Bureau of Indian Affairs; *Off Reservation Boarding Schools

A report on Bureau of Indian Affairs (BIA) plans to consolidate off-reservation Indian boarding schools resulted from a request by 26 Representatives that the General Accounting Office review the 10 BIA schools, in order to assess the basis for school closures and BIA plans for student placement. Randomly selected student files (210) indicated educational criteria were the primary reason for student admission at 5 schools and social criteria at 4 schools. During 1982-83, eight schools offered at least three major special education and social programs, and two offered two; these programs included remedial learning in mathematics, reading, and language for students performing two or more years below normal grade level; handicapped education (basic subjects, special training); and intensive residential guidance (counseling, supervised study, recreational activities) for students who had problems staying in school. Between 1978 and 1983, staffing decreased at eight schools and increased at two, resulting in changes in courses offered. In the same period, enrollments declined at 6 schools and increased at 4; largest decreases (46%, 57%) were because no 1982 freshmen were admitted to 2 high schools BIA planned to close. Appendices contain summaries of the 10 schools, with information on history, student social/educational characteristics, special programs, physical condition of school, staffing, enrollment, and dormitory/classroom space. (MH)

ED 238 645 RC 014 517

Amodeo, Luiza B.; And Others
Selected Characteristics and Perceptions of Rural School Teachers, Administrators and School Board Members.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Administrators; American Indians; *Boards of Education; Comparative Analysis; Demography; Educational Environment; Educational Resources; Elementary Secondary Education; Ethnic Status; Individual Characteristics; *Perception; *Rural Areas; Rural Education; Rural Environment; Rural Schools; Social Support Groups; State Surveys; *Teacher Education; *Teachers
IDENTIFIERS- United States (West)

A review of partial results of a survey of 265 rural schools in the North Central Association's 9 westernmost states revealed interesting trends in the characteristics of rural school personnel. Among the 192 teachers, 43 principals, and 46 school board members responding to the survey, women held fewer leadership positions than men, who held 91% of the principalships and 89% of the school board positions. Because only about 20% of the respondents represented ethnic minorities, the respondents' ethnic ratios did not match those of the broader population of the United States. Responding teachers tended to remain in the same school to a much greater degree than principals, who had generally attained a higher level of education. Nearly 80% of the principals and teachers had no specific preparation for rural teaching and, contrary to other recent research, 41% felt such preparation was not appropriate. Respondents revealed a general satisfaction with the quality of their educational programs although principals were more dissatisfied than teachers with inservice programs and all were somewhat dissatisfied with guidance and counseling services. Elementary teachers had more extracurricular responsibilities than secondary teachers, who often taught more than two disciplines and produced several different class preparations daily. (SB)

ED 238 659 RC 014 536

Banks, Vera J.; Mills, Karen M.
Farm Population of the United States: 1982.
Bureau of the Census (DOC), Suitland, Md. Population Div.; Economic Research Service (DOA), Washington, D.C.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Age Groups; Agricultural Personnel; Birth Rate; Census Figures; Comparative Analysis; *Demography; *Economic Status; Employment Patterns; Family Characteristics; *Farmers; Geographic Distribution; Income; *Labor Force; Marital Status; Population Distribution; *Population Trends; Poverty; Racial Composition; Residential Patterns; Rural Population; Sex Differences; Social Characteristics
IDENTIFIERS- *Farm Population; *Nonfarm Population

According to estimates prepared by the Bureau of the Census and the Economic Research Service of the United States Department of Agriculture, the 1982 farm population of 5,620,000, or 2.4% of the national population, continued a long downward trend. About 45% of farm residents lived in the North Central region, 35% in the South, 13% in the West, and 7.5% in the Northeast. Whites comprised 96% of the farm population and Blacks, 3.2%, versus 85% and 12.1% of the non-farm population, respectively. Only 2.3% of the farm population was of Spanish origin. Compared to non-farm residents, farm residents were slightly older and more likely to be married and living with a spouse. Farm women bore significantly more children than non-farm women. Farm population labor force participation was higher than for non-farm residents, especially among men and in the West and North. The unemployment rate of 3.6% was relatively low. Most farm men were employed in agriculture, but most farm women were not. Self-employment was higher and median income was lower among farm residents. The report contains supporting statistical tables, definitions, explanations, and a statement regarding the source and reliability of the estimates. (SB)

ED 238 691 SE 043 666

Ngu, Nguyen Khac; Khanh-Van, Tran Thi
English-Vietnamese Scientific Terminology for High School and Junior College Students. Book 3: Geography = Danh Tu Khoa Hoc Anh-Viet Danh Cho Hoc Sinh Trung Hoc Va Sinh Vien Nam Thu Nhat Dai Hoc. Quyen 3: Dia Ly Hoc.
Bay Area Bilingual Education League, Berkeley, Calif.
SPONS. AGENCY- Berkeley Unified School District, Calif.
PUB DATE- May 76
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Earth Science; *Geographic Regions; *Geography; High Schools; Social Studies; Two Year Colleges; *Vietnamese; *Vocabulary

Vietnamese students now enrolled in American high schools incur an extremely special need in English. After being taught subject matter disciplines in Vietnamese for many years, and while English is still a foreign language for them, these students are bound to go through two linguistic processes. First, while reading or sitting through lectures conducted in English, they mentally translate ideas into Vietnamese, then think in Vietnamese and reason the Vietnamese way to understand them. Second, when doing homework or trying to say something, they think first in Vietnamese before mentally translating their thoughts into English. To help overcome these and other obstacles an English-Vietnamese scientific terminology series has been produced. This document, the third in the series, presents an alphabetical list of geographic terms in toponyms in English with corresponding terms in Vietnamese. In translating the English terms into Vietnamese, existing Vietnamese equivalents were kept and words based on Sino-Vietnamese linguistic root or outright phonetic transcription were adopted. Since the Vietnamization of toponyms is still an issue among Vietnamese scholars, only familiar place-names with widely used Vietnamese equivalents are listed; other place-names known to the Vietnamese in their original, French, or English spellings are not included. (JN)

ED 238 706 SE 043 682

Shaklee, Harriet
Children's Judgments about Covariation between Events: A Series of Training Studies. Final Report.
Iowa Univ., Iowa City. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-G-80-0091
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Elementary Secondary Education; *Evaluative Thinking; Higher Education; Individual Differences; *Learning; Mathematical Concepts; *Mathematics Education; Prediction; *Probability; Problem Solving; *Psychological Studies; Sex Differences
IDENTIFIERS- *Mathematics Education Research; Rule Learning

This report provides an overview of eight experiments on covariation judgment training. Included are a literature review, rationale, and description of the rule-analytic approach used in all experiments. Experiment 1 identified undergraduates' understandings of rule use, finding self-report a poor method for diagnosing sources of error. Experiment 2 identified sources of individual differences in rule use. Undergraduates were not significantly different in mathematical background, aptitude, or interests, but sex differences were found. Experiment 3 expanded the introduction and simplified question syntax with young students. Experiment 4 used young students to explore a training paradigm for rule use, finding the comparative aspect of judgment a key obstacle to rule use. Experiment 5 investigated undergraduates' judgment of response-outcome correlation using a sum-of-diagonals rule; training was effective. Experiment 6 studied methods of information presentation to undergraduates, finding that presentation conditions affected judgment. Undergraduates showed marked judgment differences, depending on sampling period, in experiment 7. The final experiment found little improvement when undergraduates added summary information to line-interval judgments. (JM)

ED 238 721 SE 043 742

Rubba, Peter A.
The Science Teacher Inventory of Need (STIN).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; *Elementary School Science; Elementary Secondary Education; Inservice Teacher Education; *Measures (Individuals); *Needs Assessment; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; *Teaching Skills

The Science Teacher Inventory of Need (STIN) is an 83-item instrument which assesses science teachers' perceptions of their professional needs. Items on the STIN are organized under seven categories: (1) specifying objectives for science instruction; (2) diagnosing and evaluating learners for science instruction; (3) planning science instruction; (4) delivering science instruction; (5) managing science instruction; (6) administering science instructional facilities and equipment; and (7) improving one's competence as a science teacher. Seventy-six items consist of a statement which describes a task a science teacher may be called upon to perform, followed by a coded scale and a blank line to indicate the exact nature of any item-associated need or to list specific topics of interest. The last item in each category is open-ended to relate needs which do not fit into any other items in that category. The instrument is judged to be both valid and reliable. Content and construct validity were determined by a panel of judges and factor analysis respectively. High reliability values (r=0.95) were obtained when a bilingual form of the STIN was field tested with a population of Jordanian teachers. The instrument is appropriate for measuring needs of science teachers in developing countries as well as other nations, given accurate translations are used. The STIN instrument and an optional STIN response sheet are included. (JN)

ED 238 736 SE 043 762

Sigurdson, Sol E.; Olson, Al T.

Utilization of Microcomputers in Elementary Mathematics. Final Report.

Edmonton Public Schools, Alberta.

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computation; Computer Oriented Programs; *Drills (Practice); Educational Research; Elementary Education; *Elementary School Mathematics; Mathematics Curriculum; *Mathematics Instruction; *Microcomputers; *Teaching Methods
IDENTIFIERS- Alberta (Edmonton); *Mathematics Education Research

Described is a project in which microcomputers were used by seven teachers in grades 2-6 in Edmonton, Alberta. The microcomputer was placed in each classroom for one-half day every day for a full school year. Teachers were asked to use it at least 70% of the time for practice in mathematics with individual students, using the Milliken Math Sequences program or several other drill programs. The remaining 30% of the time was spent in literacy, logic games, language arts, or other appropriate uses. Three distinct patterns of usage were detected: parallel practice, paralleling regular lessons; daily practice, with the program changed daily/weekly to correspond to regular lessons; and spiral practice, involving varied practice activities. No judgments were made on the relative effectiveness of each pattern, but reactions were very positive. Overall, the effect on mathematics achievement favored the project group over a control group. Attitude toward mathematics was unaffected except in grade 2. An expected gain in knowledge of computers was noted, but no change in attitude toward computers occurred. However, students in the project group developed a dislike for making mistakes both in pencil and paper work and computer work. (Author/MNS)

ED 238 751 SO 015 121

Wehmeyer, Mary M.
Mommy, Buy Me a China Doll: A Kindergarten Economics Project.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 80
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Awards; *Economics Education; Interdisciplinary Approach; Kindergarten; Language Arts; Learning Activities; Mathematics Instruction; Music Activities; Primary Education; Program Descriptions; Program Evaluation; *Relevance (Education); Student Projects; Teacher Developed Materials
IDENTIFIERS- *Appalachian People

This monthlong interdisciplinary, award winning project was designed to help kindergarten children in Kentucky understand basic economic principles that affect their daily lives. The children study about the poverty-stricken people of the Appalachian mountain area of the state. Through the operation of a classroom coal mine and company store, the children learn that Kentucky is the major coal producing state in the country. They develop an understanding of many basic economic principles, including scarcity, goods and services, and opportunity cost. They form their own business, called the Kentucky Kinder Crafts, and, as the people of Appalachia have for decades, use resources at hand to produce unique items and then sell them to the general public. Other project activities involve students in viewing filmstrips and films, working in learning centers, listening to stories and guest speakers, and putting on an Appalachian folk festival. Project evaluation reveals that students increase their knowledge of basic economic concepts as a result of this project. Print and nonprint project resources are listed. (RM)

ED 238 766 SO 015 198

Croddy, Marshall; And Others
Criminal Justice in America.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 83
GRANT- 3-0045-8-CA-JN; 82-03648-X857
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Constitutional Law; Correctional Institutions; Courts; *Crime; *Criminal Law; Criminals; Delinquency; Due Process; High Schools; Instructional Materials; *Justice; Juvenile Courts; Law Enforcement; Learning Activities; *Legal Education; Police; Police Community Relationship; Simulation; Social Problems; Victims of Crime
IDENTIFIERS- *United States

An introduction to criminal law, processes, and justice is provided in this high school level text. Content is divided into six chapters, each treating a particular aspect of criminal procedure and the social and political issues surrounding it. Chapter 1 considers the criminal, the effects of crime on its victims, and legislation to aid victims. Chapter 2 focuses on the police, the laws regulating them, and the public reaction to them. The entire process involved in a criminal court case is detailed in chapter 3, from arrest, bail, and initial hearing to trial procedure and verdict. Sentencing and correction facilities are discussed in chapter 4. Chapter 5 provides an overview of the juvenile justice system, examining the problems of delinquency and juvenile corrections. The final chapter examines the causes of crime as well as both government- and citizen-generated responses to the problem. In each chapter, a brief introductory example precedes a selection of readings, case studies, student simulations, discussion guides and exercises. The text concludes with a section of answer keys to chapter exercises. (LP)

ED 238 781 SO 015 317

Parsons, Jim, Ed.; And Others
A Canadian Social Studies.
Alberta Univ., Edmonton. Faculty of Education.

REPORT NO.- ISBN-0-88864-945-2
PUB DATE- 83
AVAILABLE FROM- Faculty Publication Services, 4-116 Education North Bldg., University of Alberta, Edmonton, Alberta T6G 2G5 ($12.50 or $10.00 for 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTIONS- Canada Natives; Child Development; Comparative Education; Concept Teaching; Content Area Reading; Definitions; Early Childhood Education; Educational History; Educational Needs; *Educational Practices; *Educational Trends; Elementary Secondary Education; Experiential Learning; Foreign Countries; Global Approach; Interdisciplinary Approach; Learning Theories; Moral Development; Questioning Techniques; Science Instruction; *Social Studies; Space; Teaching Methods; Technological Advancement; Time; Values Education
IDENTIFIERS- *Canada

The many ways social studies is taught and learned in elementary and secondary schools across Canada are examined. There are five parts. Part 1, "The Nature of the Social Studies," discusses what social studies is, describes the educational history of Canadian social studies, and examines the need and techniques for implementing a global perspective. The second part deals with "The Content of Social Studies," presenting an argument for the teaching of history, looking at the various approaches for teaching geography, presenting examples of integrated approaches to social education, and concluding with a discussion of the values impact of science and technology on society. "The Learning Experience in Social Studies" is the focus of part 3. Examined are how children learn about the concepts of space and time, social education in early childhood, and improving students' reading in social studies. Part 4 deals with "Methodology in Social Studies," focusing on values education, moral development, questioning strategies, concept teaching, and action learning. The concluding part provides suggestions for teaching about Native Canadians. (RM)

ED 238 797 SO 015 335

Parker, Franklin
Behind "A Nation at Risk: The Imperative for Educational Reform."
PUB DATE- 29 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Curriculum Problems; *Educational Assessment; *Educational Change; Educational Improvement; Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; Political Attitudes; *Public Education; Public Opinion
IDENTIFIERS- *National Commission on Excellence in Education

With the publication of "A Nation at Risk," public education suddenly became a top national political priority. This report of the National Commission on Excellence in Education warned of a wide range of educational shortcomings. Among these were: 13 percent of 17-year-olds are functionally illiterate, high school students graduate with more vocational than academic subjects, secondary school students are unable to draw inferences from written material or solve mathematics problems requiring several steps, and the number of unqualified teachers is increasing. To reverse this trend the commission urged stiffer graduation requirements, periodic progress testing, tougher college admission standards, longer school days and years, and better teaching salaries. Public reaction to this report varied. President Reagan responded by visiting schools, speaking at education conventions, and urging minor reforms. Several authorities on education pointed out the report's omission of America's educational successes, such as increased preschool and college attendance, decreased dropout rate, and recently improving test scores. Conservatives found satisfaction in the report, pinpointing the legislative drive for equality and desegregation as a major cause of the educational decline. Other observers urged that the educational revival sparked by this report be acted upon to improve the educational system. (LP)

ED 238 811 SO 015 373

Maxey, Phyllis F.
American Business in South Africa. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 82
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; *Business Responsibility; Controversial Issues (Course Content); Decision Making; Economic Factors; Economics Education; *Ethics; *Foreign Policy; Government Role; Instructional Materials; *International Relations; International Trade; Learning Activities; Political Influences; Secondary Education; Simulation; Skill Development; Socioeconomic Influences; Units of Study
IDENTIFIERS- Apartheid; Business and Society; *South Africa

One of a series of units designed to acquaint secondary school students with business issues, this packet focuses on the decisions facing American companies doing business in South Africa. Teacher and student materials are provided in separate sections. The teacher's guide presents an overview, objectives, five detailed lesson plans, suggested follow-up activities, answer keys, handouts for a student simulation, a review of relevant media resources, and background readings. The student materials contain six activities to help students understand the political and economic situations in South Africa that make United States trade with that country a complex and controversial issue. A reading, summarizing the history, population, government, homelands of South Africa, as well as South African civil liberties, and the Sullivan codes, is followed by 10 discussion questions. In a culminating activity, students role play stockholders of an American company with a factory in South Africa who must decide if their company should terminate its South African operations because of apartheid. A vocabulary worksheet helps students review the terms used in this unit. (LP)

ED 238 554 PS 014 020

Adoption Resource Directory: Region X.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adoption; Alaska Natives; American Indians; Blacks; Disabilities; *National Programs; *Regional Programs; *Social Support Groups; *State Agencies
IDENTIFIERS- Alaska; Idaho; Oregon; *Parent Resources; Washington

State, regional, and national adoption resources are described in this directory for residents of Region X states (Alaska, Idaho, Oregon, and Washington). Emphasizing the adoption of children with special needs, the directory gives organizational contacts for parents in various stages of the adoption process and mentions resources for social service workers assisting adoption. Providing organizational names and addresses, telephone numbers, and the names of contact persons, section I describes the many adoption agencies and parent groups operating in the states comprising Region X. Section II lists regional resources, briefly describing the Northwest Adoption Exchange and the Northwest Resource Center for Children, Youth, and Families. Section III mentions national resources, briefly describing the National Adoption Exchange, the National Committee for Adoption, the Native American Adoption Resource Exchange, and the North American Council on Adoptable Children. Also listed are the 10 regional resource centers for children, youth, and families. Described in appendices are resources for adopting children with developmental disabilities and for adopting Black, American-Indian, and Alaskan Native children. Also mentioned in appended listings are agencies offering training in areas related to adoption and permanency planning. (RH)

ED 238 675 SE 041 768

Phipps, R. L.; McGowan, J.
Tree Rings: Timekeepers of the Past.
Geological Survey (Dept. of Interior), Reston, Va.
PUB DATE- 81
AVAILABLE FROM- U.S. Geological Survey/Branch of Distribution, 604 South Pickett Street, Alexandria, VA 22304 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Botany; *History; *Recordkeeping; *Scientific Methodology; *Trees
IDENTIFIERS- PF Project

One of a series of general interest publications on science issues this booklet describes the uses of tree rings in historical and biological recordkeeping. Separate sections cover the following topics: dating of tree rings, dating with tree rings, tree ring formation, tree ring identification, sample collections, tree ring cross dating, tree ring patterns, and present and future uses of tree rings. Numerous photographs and diagrams illustrate tree ring classifications and uses. (L')

ED 238 571 PS 014 061

Whitebook, Marcy; Pettygrove, Willa

Salary Surveys: How? Why? Who? When? Where? How to Conduct One in Your Community.

Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Roserberg Foundation, San Francisco, Calif.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Fringe Benefits; Guidelines; Questionnaires; Research Design; *Salaries; *Surveys; *Work Environment

This pamphlet was written to assist child care employees in conducting a survey of the salaries, benefits, and working conditions of individuals and/or day care centers. The following topics are discussed: reasons for making a survey; limits of surveys; personnel, time, and money involved; sample selection and informaton collection strategies; insuring responses and guaranteeing anonymity; formulating questions; and analyzing and utilizing results. Appendices indicate aspects of employment that survey questions could address, provide a sample child care salary and working conditions survey and a day care center survey, and include a list of 12 steps in performing a survey. (RH)

ED 238 589 PS 014 092

Teacher Education Quality Initiatives Widespread.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Change; *Educational Improvement; Higher Education; *Program Development; *Teacher Education Programs

Changes made by 41 institutions of higher education to improve the quality of teacher education are briefly reported in this news release, as examples of responses to the need to improve educational quality. In general, institutions are raising standards, changing their programs, offering faculty and staff development activities, developing programs with faculty from other academic disciplines on campus, extending the clinical component, infusing research findings into the program, and investigating how to attract better students. (RH)

ED 238 826 SP 022 553

Johnson, Susan
Cross-Age Tutoring Handbook.
Corcoran Unified School District, CA.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Arithmetic; *Cross Age Teaching; Elementary Secondary Education; Evaluation Methods; Handwriting; Interpersonal Relationship; Reading Instruction; Resource Teachers; Spelling Instruction; Student Responsibility; Student Role; Teacher Role; *Tutorial Programs; *Tutoring; Writing Instruction
IDENTIFIERS- PF Project; Sample Forms; Tutor Role; Tutor Teacher Relationship; *Tutor Training

Designed for teachers and tutors, the handbook discusses setting up a cross-age tutoring program. Topics include tutor responsibilities; the role of resource teachers; tutor contracts; specific relationship-building and tutoring techniques; ideas for tutoring in handwriting; and techniques for tutoring in reading, spelling, and arithmetic. The section describing reasons why children have trouble learning is accompanied by eight illustrated pages showing typical student problem situations. A chart for recording interactions between younger and older people is followed by a faculty list, school map, and sample tutor evaluation forms. (LH)

ED 238 841 SP 023 459

Purdy, Dean; And Others
Transition into College Sports: The Freshman Student-Athlete.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Education; *Athletes; Athletic Coaches; Athletics; *Attitude Change; *College Freshmen; Higher Education; Intercollegiate Cooperation; Self Concept; *Student Attitudes; *Student College Relationship; Student Motivation

Changes in attitude, motivation, and values take place in the academic, athletic, and social areas of student-athletes' lives during their freshman year of college. Twenty incoming college freshman athletes involved in "revenue" sports (football, basketball, and ice hockey) participated in this study and were interviewed in the fall and again in the spring. Between interviews an increase was noted in the number of athletes who considered their roles as students as being of foremost importance, and a heightened awareness among the student-athletes of the possibility of personal injury. In the spring interview, there was evidence that the student-athletes had a more realistic assessment of individual academic ability and chances of getting a degree, as well as chances of a professional career in sport. In the fall, 70 percent of the incoming student-athletes felt they needed tutoring in math and English. This need was largely alleviated in the course of the year, and by spring they relied less on the coaching staff for academic advice and guidance. There was an increased perception among the student athletes that the overriding concern of the institution and coaches was the success of the "team" rather than the individual athlete. While this perception did not alienate the students, they tended to question their role in the university. (JD)

ED 238 857 SP 023 502

NCATE Thirtieth Annual List of Accredited Programs. 1983-84.

National Council for Accreditation of Teacher Education, Washington, D.C.

PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Accreditation (Institutions); Accrediting Agencies; Early Childhood Education; Elementary School Teachers; *Graduate Study; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Principals; Reading Teachers; School Counselors; School Psychologists; *Schools of Education; Secondary School Teachers; Special Education Teachers; Superintendents; *Teacher Education Programs; *Undergraduate Study; *Validated Programs
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

National accreditation of college and university programs for the preparation of all teachers and other professional school personnel at the elementary and secondary school levels is the sole responsibility of the National Council for Accreditation of Teacher Education (NCATE). NCATE's scope of accreditation extends to undergraduate preparation programs for early childhood education, elementary school teaching, secondary school teaching, special education teaching, K-12 teaching, and educational communications and information technologies, and to graduate preparation programs in all of the foregoing areas as well as reading, school principalship, supervision and curriculum development, counseling, school psychology, and school superintendency. This publication presents a list of the 527 colleges and universities that are NCATE-accredited institutions (effective September 1, 1983 to August 31, 1984). The accreditation status of each institution's program is reported by degree level. The list also gives the year in which the institution first became accredited by NCATE and the year in which the institution's accredited status will expire. Also included in this booklet are: (1) lists indicating the NCATE coordinating board and council officers and staff; (2) short descriptions of six NCATE committees and the appeals board panel; and (3) a statement of NCATE's purpose and accreditation policies and procedures. (JMK)

ED 238 872 SP 023 644

Roberts, Jane M. E.; Kenney, Jane L.

Instructional Improvement in Maryland: Impact on Educators and Students. (Executive Summary).

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.

PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; Faculty Development; *Improvement Programs; Inservice Teacher Education; *Instructional Improvement; Mastery Learning; Program Evaluation; *Program Implementation; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Active Teaching; *Maryland; *School Improvement Through Instructional Process; Student Team Learning

The impact of the School Improvement Through Instructional Process (SITIP) program in Maryland schools was studied. The program encouraged application of research on planned change to implement one or more of four instructional models: Active Teaching, Mastery Learning, Student Team Learning, and Teaching Variables of "content" and "time." The study addressed four areas: impact, implementation, dissemination, and technical assistance. The extent of program impact was measured on educators and students through the use of questionnaires, interviews, observation, document analyses, and student assessment. The SITIP design was perceived as: (1) encouraging collaboration between the schools and the State Department of Education; (2) increasing communication using a common knowledge base about school and classroom effectiveness; and (3) helping local education agencies establish cross-hierarchical teams with the purpose of improving instruction. The models were perceived by local educators as having both subjective and objective value. Teachers' positive opinions had as much influence as standardized test data in determining program maintenance or expansion. Teachers' negative opinions or concerns had little influence in determining maintenance or expansion but did influence the relative impact of the project. Twelve tables are included. (JD)

ED 238 467 JC 830 548

Elliot, Betty Jo
The Family: Nursing Perspectives in Birth and Parenting, N-201.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Birth; *Course Content; Course Descriptions; *Course Objectives; *Family (Sociological Unit); *Family Health; Learning Activities; Nursing; *Nursing Education; *Parent Child Relationship Pregnancy

A description is presented of a nursing course entitled "The Family: Nursing Perspectives in Birth and Parenting." Introductory sections provide a brief course description, and information on curricular placement, class assignments, and the targeted student population. Next, the course content section emphasizes the interrelationship between health and the family examined in the course; presents long-range course goals and objectives, and end-of-course objectives; and lists course units and classes. Then, instruction materials, including texts, manuals, and audio-visual materials, and a bibliography of library materials, are listed. Next, the units of instruction are presented. Unit I, The Family in Society, includes classes in socio-cultural and health perspectives; family structure and identities; psychological perspectives; and normative and pathological adaptations. Unit II, The Family: Member Autonomy, focuses on growth to personal health, the effect of pregnancy on the family, parent-newborn interaction, and transition to parenthood. Unit III deals with Families under Stress: Propensity to Illness. Each section includes student goals and objectives, and reading lists and assignments. The final sections provide evaluation procedures for student achievement and instructor performance, and information on course revision and student completion methods. (HB)

ED 238 482 JC 840 009

Guidelines for Comprehensive Child Development Instruction and Services Programs.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Development; *Child Development Centers; *Community Colleges; *Day Care; Financial Support; *Laboratory Schools; Program Development; State Legislation; *State Standards; Two Year Colleges
IDENTIFIERS- *California

Developed by a task force of child development personnel from colleges throughout California, these guidelines seek to establish a standard of excellence for new and existing child development centers and instructional programs in the state's community colleges. Introductory material provides information on the charge, role, members, and resource persons of the task force; the purpose of the guidelines; statements of philosophy and goals; an assessment of the need for community college child development centers, services and instructional programs; a look at community needs in child development; an examination of the child development centers and programs currently operating in California's community colleges; and a listing of 47 task force recommendations. The bulk of the report expands on and provides rationales for each of the recommendations, presenting guidelines for both colleges and the Chancellor's Office regarding: (1) comprehensive, coordinated child development instruction and services programs; (2) quality child development instruction programs; and (3) quality child development centers and services. Appendices include applicable laws, a history of child development programs in California, and a glossary. (LAL)

ED 238 497 JC 840 026

Staniford, Edward; Conn, Edith

Index to Positions: A Selective List, 1969-1982.
Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; Accreditation (Institutions); Affirmative Action; Budgeting; College Credits; College Planning; College Role; *Community Colleges; Educational Finance; *Faculty Organizations; General Education; Grading; Part Time Faculty; *Teacher Attitudes; Telecourses; Transfer Programs; Two Year Colleg
IDENTIFIERS- *Academic Senate for California Community Colleges; *California

Positions taken by the Academic Senate for California Community Colleges (ASCCC) on selected topics are traced over the years 1969 through 1982. Chronological listings of ASCCC positions are provided for the following topics as compiled in 1980: academic standards, accreditation, credit and noncredit course policy, general education, grade policy, and transfer program. A supplement compiled in fall 1981 covers five additional topics; i.e., affirmative action, counseling and related subjects, master planning, the community college mission, and the issue of part-time faculty. A fall 1982 compilation addresses budget and finance, provides an update on ASCCC positions on accreditation, and lists resolutions relating to television and independent study courses. (HB)

ED 238 511 JC 840 804

Gleazer, Edmund J.
Potential Nuclear Conflict: Attention Adult Educators.
PUB DATE- 9 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Educators; *College Role; Controversial Issues (Course Content); *Disarmament; *Educational Responsibility; Educational Trends; International Cooperation; *Nuclear Warfare; Opinion Papers; Postsecondary Education; Secondary Education; *Teacher Responsibility; World Problems
IDENTIFIERS- PF Project; United Campuses to Prevent Nuclear War; United Nations

Teaching about potential nuclear conflict is increasing in schools, colleges, and universities. A group of faculty from many universities across the United States has formed United Campuses to Prevent Nuclear War (UCAM) to produce teaching materials and publish summaries of courses on nuclear war. One such course at Lafayette College (Pennsylvania) is a senior colloquium dealing with the nuclear arms race in a multidisciplinary manner. A recently published unit of study for adolescents is a major effort to tell the truth about instruments of mass destruction. Not everybody is enthusiastic about these approaches; one correspondent to the editor of the "Washington Post" describes them as very disturbing events and counsels anti-nuclear activists to leave children alone. The United Nations has started a campaign to establish a network of organizations aimed at peace and disarmament. Many such organizations already exist; their participation in the UN campaign must be guided by the nature of the organization. Adult educators have a special role. They are part of existing non-governmental networks that can transcend national boundaries. As their part in the UN campaign, adult educators must build bridges between different countries and cultures, develop suitable materials and creative ideas for promoting understanding, and establish real people contacts. (DC)

ED 238 525 PS 013 628

Education in Maryland. A Resource Guide - Teaching Children Ages 4, 5, 6, and 7.

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; Childhood Needs; *Class Organization; Classroom Design; Classroom Environment; Curriculum Development; *Early Childhood Education; *Kindergarten; Kindergarten Children; Learning Centers (Classroom); Learning Readiness; Preschool Curriculum; Program Descriptions; School Schedules; Young Children
IDENTIFIERS- *Maryland; PF Project; Program Objectives

Designed for teachers and others involved in the development of early childhood education programs, the resource guide presents a model for teaching children, ages four through seven. Part 1 presents a brief overview of the growth and background of early childhood education in Maryland. Part 2 traces the origins and development of kindergarten education, with attention given to leading pioneers and legislative mandates. Part 3 discusses the pioneering of prekindergarten in Maryland. Part 4 deals with the goals of early childhood education, and part 5 categorizes the characteristics and needs of young children by age. Part 6, the bulk of the document, gives the details of program implementation. Topics include: kindergarten, the classroom environment, learning centers, room arrangement, scheduling, curriculum, language development, and instructional approaches to reading, literature, handwriting, spelling, mathematics, the social sciences, and the world of work. The final section emphasizes the importance of teamwork by teachers, parents, nurses, aides, volunteers, and others associated with the program. Also provided are a classroom map, sample schedules, and a bibliography of over 80 books written between 1964 and 1979. (LH)

ED 238 646 RC 014 519

Boloz, Sigmund A.; Jenness, Diana
The Sun is Shining in my Eyes: The Navajo Child Enters Kindergarten Expecting to Write and He Can.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; Educational Environment; English; *Kindergarten Children; Language Arts; *Learning Activities; Primary Education; Reading Ability; Skill Development, *Teacher Role; *Writing (Composition); Writing Readiness
IDENTIFIERS- Ganado School District AZ; Inventive Spelling; *Journal Writing; *Navajo (Nation); Navajo Reservation

The Ganado (Arizona) Primary School, located on the Navajo Reservation, instituted a successful English writing project for kindergarten children that illustrated that young children should be allowed and expected to develop as writers because they are capable of real writing. Teachers encouraged children to complete drawings and writings in journals, providing them with correct spellings initially but encouraging their own inventive spellings later. To supplement the journal project, teachers regularly read to the children; discussed the children's paintings, drawings, and clay sculptures; taught the children phonetics and some sight words; and developed stories cooperatively with the children. The quality of the writing that resulted varied from child to child. Taken as a whole, the work illustrated five developmental steps towards writing, as the children's writing moved from mimicry through shape and linearity to meaning, word inventories, and short expressions. The project showed that to promote language proficiency at the kindergarten level, teachers must believe that the child is capable of developing language, expect the child's participation, be prepared to risk, and constantly give children opportunities to test their developing theories of language. A collection of 73 of the children's pictures and writings with transcriptions to adult spellings is included. (SB)

ED 238 660 RC 014 539

Dale, Michael; And Others
Your Rights: A Handbook for Native American Youth in Arizona.
Phoenix Indian Center, AZ.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Oct 82
GRANT- 80-JS-AZ-0024
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- American Indian Education; *American Indians; Boarding Schools; Child Advocacy; *Civil Rights; Discipline Policy; Elementary Secondary Education; Employer Employee Relationship; Equal Education; Family Environment; Family Problems; Health Services; *Legal Responsibility; Special Education; *Student Responsibility; *Student Rights; Student School Relationship; Trust Responsibility (Government); *Youth; Youth Employment
IDENTIFIERS- *Arizona; Indian Health Service

A handbook for Arizona Native Americans under 18 years old explains rights and responsibilities as young people, Native Americans, tribal members, and residents of Arizona. Rights are defined, ways of protecting rights outlined, and the fact that young people's rights are changing noted. Rights as a family member are discussed, as well as changes in family structure, adoptions, step-parents, and leaving home. A section on education covers rights as a student, Bureau of Indian Affairs boarding schools, special education, school discipline, suspension, expulsion, and constitutional rights. "Youth and the Criminal Justice System" outlines legal rights of juveniles, arrest procedures, and hearings and appeals. Health care rights and the Indian Health Service are discussed. Employment rights of young people are explained, including minimum wages, hours and kinds of work, exceptions to child labor laws, job discrimination, rights to wages, workmen's compensation, unemployment compensation, and social security. Other rights and privileges noted concern marriage, driver's licenses, bicycles, glue sniffing, alcoholic beverages, gambling, traffic violations, firearms, hunting, fishing, tobacco, voting, draft registration, lawsuits, obscene materials, name changes, curfews, and contracts. Arizona agencies (12) which can help young people are listed and described. Federal regulations on students rights and due process are appended. (MH)

ED 238 692 SE 043 667

Khanh-Van, Tran Thi

English-Vietnamese Scientific Terminology for High School and Junior College Students. Book 4: Chemistry = Danh Tu Khoa Hoc Anh-Viet Danh Cho Hoc Sinh Trung Hoc Va Sinh Vien Nam Thu Nhat Dai Hoc. Quyen 4: Hoa Hoc.

Bay Area Bilingual Education League, Berkeley, Calif.

SPONS. AGENCY- Berkeley Unified School District, Calif.

PUB DATE- Jun 76

LANGUAGE- English; Vietnamese

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)

DESCRIPTIONS- *Chemical Nomenclature; *Chemistry; *College Science; High Schools; Science Education; *Secondary School Science; Two Year Colleges; *Vietnamese; Vocabulary

Vietnamese students now enrolled in American high schools incur an extremely special need in English. After being taught subject matter disciplines in Vietnamese for many years, and while English is still a foreign language for them, these students are bound to go through two linguistic processes. First, while reading or sitting through lectures conducted in English, they mentally translate ideas into Vietnamese, then think in Vietnamese and reason the Vietnamese way to understand them. Second, when doing homework or trying to say something, they think first in Vietnamese before mentally translating their thoughts into English. To help overcome these and other obstacles an English-Vietnamese scientific terminology series has been produced. This document, the fourth in the series, presents an alphabetical list of chemistry terms in English with corresponding terms in Vietnamese. In the translation of the English terms into Vietnamese, existing Vietnamese equivalents were kept and words based on Sino-Vietnamese linguistic root or outright phonetic transcription were adopted. The document is suitable for high school and college students and for individuals training for paramedical and laboratory occupations. (JN)

ED 238 722 SE 043 743

1982 Doctorate Production Stable in Science and Engineering Fields, But Down in Science and Mathematics Education.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-83-330
PUB DATE- 20 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Citizenship; College Mathematics; College Science; *Doctoral Degrees; *Educational Trends; *Employment; *Engineering Education; Females; Foreign Students; Graduate Study; Higher Education; *Mathematics Education; Minority Groups; Postdoctoral Education; *Science Education; Surveys

Presented are highlights from the Survey of Earned Doctorates, focusing on: trends in doctorate production by field, sex, and citizenship; employment of science and engineering (S/E) doctorates; and science and mathematics education doctorates. Approximately 95 percent of the 1982 recipients of the Ph.D. and similar doctorates responded to a survey questionnaire. Data also include information for nonrespondents obtained from public sources. Recipients of first-professional degrees such as the M.D. are not included. Among the findings highlighted are those indicating that: the 1982 S/E doctorate of 17,600 was virtually unchanged from 1981, remaining 7 percent below the peak reached in 1972; that the representation of women continued to grow such that during the last 10 years the number of female S/E doctorates increased by 100 percent, while S/E doctorates awarded to men fell by 20 percent; and that non-U.S. citizens accounted for about 23 percent of new S/E doctorates in 1982. In addition, although doctorates with specialization in science/mathematics education peaked at 364 in 1972, they declined to only 136 in 1982; among those with definite employment commitments in the last three years, about three times as many had commitments to colleges or universities as to elementary or secondary schools. (JN)

ED 238 737 SE 043 763

Romberg, Thomas A.; Collis, Kevin F.
Learning to Add and Subtract: The Sandy Bay Studies. Report from the

Project on Studies in Mathematics.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- WCER-83-14
PUB DATE- Nov 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Addition; *Cognitive Ability; *Cognitive Processes; Educational Research; Elementary Education; *Elementary School Mathematics; Information Processing; Learning; *Mathematics Instruction; Problem Solving; *Subtraction; Teaching Methods; Testin
IDENTIFIERS- Australia; *Mathematics Education Research

Findings from five related studies carried out in Tasmania, Australia in 1979-80 are summerized. The first study attempted to determine the memory capacity of a cross-sectional population of children aged 4-7, while the second study was designed to portray differences on a variety of mathematically related developmental tasks for the same population. Data from these two studies were used to form six groups differing in cognitive capacity, and the remaining three studies each used a sample of students from these groups. The third study examined the performance and strategies used to solve a structured set of verbal addition and subtraction problems. The fourth study involved repeated assessment of performance on a set of items measuring objectives related to addition and subtraction. In the last study, the children and their teachers were observed to see how addition and subtraction were taught and whether instruction varied because of the children's cognitive capacity. Differences in capacity were reflected in performance, but instruction did not vary. The capacity of children for processing information, the procedures students have invented to solve a variety of problems, and the way in which instruction is carried out in schools did not appear to be related to each other. (Author/MNS)

ED 238 752 SO 015 125

Morris, Doris
A Voyage to Economic Literacy: A Year Long Study Done by Fifth Grade Students at Warner Elementary School, Wilmington, Delaware.
Wilmington Public Schools, Del.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Awards; Concept Teaching; Content Area Reading; Course Descriptions; Course Evaluation; *Economics Education; Educational Objectives; Fundamental Concepts; Grade 5; *Interdisciplinary Approach; Intermediate Grades; *International Trade; Language Arts; Learning Activities; Lesson Plans; Reading Instruction; Student Interests
IDENTIFIERS- Delaware (Wilmington); *Ports; *Ships

Combining reading, language arts, and economics, this interdisciplinary project involved fifth grade students in studying three units dealing with (1) an auto liner named the Karinita; (2) the port of Wilmington (Delaware); and (3) international trade. Specific unit lesson plans are provided in this project description. In unit 1, students learned about collecting and processing information and about competition, specialization, and productive resources, as they applied to the auto liner and the auto liner company. Students toured the ship, interviewed longshoremen on strike at the time, wrote letters, and listened to guest speakers. It was the students' interest and curiosity that led to a study of the port of Wilmington and international trade. They learned about the labor and capital resources of the port, supply and demand, competition, specialization, why countries trade, the costs and benefits of interdependence, the function of money in world trade, and the effects of trade restraints. In the unit activities, students read material published by the port of Wilmington, studied maps, role played, set up an assembly line, conducted surveys, and participated in debates. Posttest scores on the Test of Elementary Economics indicated an increase in knowledge of over 300%. (RM)

ED 238 767 SO 015 200

Futhey, Carol; Mazey, Mary Ellen
Classroom Strategies for Using the Newspaper.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Study; Course Descriptions; Course Evaluation; Geographic Regions; *Geography Instruction; Higher Education; *Local Issues; Material Development; *Newspapers; Relevance (Education); Teacher Developed Materials; Teaching Methods

Described are two approaches for using newspapers to teach local, regional, or state geography courses to college students. In the first approach, the instructor developed a manual to supplement an introductory geography course which examined spatial patterns of various phenomena as they are found in the Cincinnati (Ohio) metropolitan area. He perused local newspapers for articles dealing with geography for inclusion in the manual, e.g., a story about a Japanese elevator firm's decision to locate an industrial plant in Ohio instead of Kentucky provided students with an example of location theory. Steps for developing a manual and advantages and limitations of such teacher developed materials are discussed. In the second approach, a Cincinnati Post supplement dealing with the economic problems faced by the state of Ohio was used to supplement a geography of Ohio course. The supplement articles were especially helpful because they contained current statistics (the publication date of the course text was 1975). Reading assignments were made from the supplement series. Students gave the course high ratings. (RM)

Baker, Paul J.; Anderson, Louis E.
Teaching Social Problems Through Critical Reasoning.
American Sociological Association, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Univ., Normal.
PUB DATE- 83
GRANT- G007804637
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Comparative Analysis; *Critical Thinking; *Curriculum Development; Higher Education; Journalism; Learning Activities; *Social Problems; *Sociology; *Teaching Methods

A prospectus and practical guide, this manual shows college teachers how to help students better understand social problems by comparing sociology with two other types of social knowledge (common sense and journalism) and cultivate critical thinking skills which transcend the three types of social knowledge. Chapter 1 proposes a teaching/learning strategy which asks students to assess the logical adequacy of statements selected from common sense, journalism, and sociology. Presented are pre- and posttest data from three classes which provide tentative support for the claim that rational thinking skills can be effectively learned in a social problems course. Chapter 2 provides a comparative framework for analyzing common sense, journalism, and sociology. The third chapter contains guidelines for critical reasoning which will help students analyze the adequacy of statements about social problems. The concluding chapter describes 15 classroom exercises designed to promote critical reasoning. Provided for each exercise are concept area, teaching objective, a description of materials needed, and teaching procedure. (RM)

ED 238 798 SO 015 340

Benegar, John; And Others
Changing Images of China: Grades 5-12. International Understanding

Series.
Denver Univ., Colo. Center for Teaching International Relations.

REPORT NO.- ISBN-0-943804-29-9
PUB DATE- 83
AVAILABLE FROM- CTIR Publications, University of Denver, Denver, CO 80208 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Asian History; *Asian Studies; Cross Cultural Studies; *Cultural Images; Cultural Traits; Foreign Countries; Intermediate Grades; Learning Activities; Physical Geography; Secondary Education; Social Studies; Stereotypes; Textbook Evaluation; Values
IDENTIFIERS- *China

A cross-cultural approach is used to foster an understanding of modern China in this 8-part handbook of supplementary social studies materials for grades 5 through 12. Part 1 focuses on students' perceptions of China. Following a pretest, in which students consider their own stereotypes, three exercises help students gain a sense of the Chinese and their place in the world. Students examine Western and Chinese maps and drawings of the various Chinese ethnic groups, and write a story. In part 2, students learn about Chinese geography by studying the meaning of Chinese place names. Activities in part 3 use a national and international perspective to examine Chinese history. Chinese scientific innovations, views of the West, the Chinese Communist revolution, and China's present leadership are among the topics covered. Part 4, contemporary China, contains cross-cultural comparisons of proverbs, schools, social values, television programming, and children. Specific Chinese institutions such as Confucianism, footbinding, and the national population control campaign are studied. Students analyze a case history and a text on China in parts 5 and 6. Teacher reference materials, including a glossary, explanation of the Chinese alphabet, and bibliography comprise part 7, while the final section contains student handouts to accompany lessons in sections 1 through 4. (LP)

ED 238 812 SO 015 374

Maxey, Phyllis F.
White Collar Crime. Instructor's Guide and Student Materials.
Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Business Administration; Business Responsibility; Case Studies; *Crime; Government Role; Instructional Materials; Learning Activities; Legal Education; Public Agencies; Secondary Education; Skits; Units of Study; *White Collar Occupation
IDENTIFIERS- *Business and Society; Regulatory Agencies; *White Collar Crime

One of a series of units on business issues designed for secondary school students, this packet examines white collar crime. Teacher and student materials are provided in two separate sections. The teacher's guide contains four lesson plans as well as research project recommendations, student handouts, answer keys, and suggestions for using a business person as classroom resource. The student materials section presents readings on the insurance business, government regulatory agencies, and corporation management. Also included is a case study of insurance company fraud. Presented as a skit, this case illustrates the responsibilities of the Board of Directors and corporate management to stockholders and customers, the responsibilities of government watchdog agencies, and the responsibilities of accountants in their audits of a corporation's financial records. Follow-up discussion and a vocabulary review sheet complete the unit. (LP)

ED 238 676 SE 041 769

4 X 4 Square Arrays.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTIONS- Elementary Education; Elementary School Mathematics; Instructional Materials; Learning Activities; Mathematical Concepts; *Mathematics Instruction; *Pattern Recognition
IDENTIFIERS- *Arrays (Mathematics); PF Project

Several math activities designed to teach patterns which can be found in arrays of 16 squares organized into a four-by-four pattern are presented in this issue of "Student Math Notes." The activities include: (1) determining how many squares and rectangles are contained in a four-by-four array; (2) figuring out the least number of lines which can be removed from the array so that it contains no squares; (3) finding the shortest distance from one corner of the array to the other; (4) dividing the array into congruent halves; and (5) forming words out of letters which have been placed in each of the 16 squares of the array. Some activities based on a three-by-three array are also included. (DC)

ED 238 540 PS 013 963

Education for Parenthood. Final Evaluation Report.
Behavior Associates, Tucson, Ariz.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE- 78
CONTRACT- OCD-CB-497
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adolescents; Attitude Change; *Child Development; Demonstration Programs; *Early Parenthood; Elementary Secondary Education; *Parenthood Education; *Program Effectiveness; *Program Evaluation; Questionnaires; Young Adults
IDENTIFIERS- *Parenting

A nationwide program to provide teenagers with opportunities to develop more positive attitudes about children and parenting, to improve self-awareness and self-understanding, and to increase knowledge and skills related to child care and development formed the basis for a survey compiled by voluntary organizations serving teenagers. Nonrandomized pre- and post-questionnaires with comparison-group design measured the impact of instructional programs on 6,000 to 6,700 participants. A sample of five sites was perceived as adequately representing youth-serving programs in 20 counties. A new instrument, the Parenthood Questionnaire, was mailed to individuals who had participated in the program 2 to 4 years earlier. Specifically, results provided 13 conclusions and 8 recommendations. Conclusions generally concerned (1) varying degrees of enthusiasm and success of organizational planning, development, and implementation; (2) changes in parenting knowledge, attitudes, skills, self-assessment, and motivation; and (3) teenage acquisition of low levels of parent education prior to training. Recommendations focused on funding for maintenance and provision of parent education programs and for the operational definition and evaluation of program goals and objectives. (BJD)

ED 238 555 PS 014 021

Clark, Anne; O'Brien, Peter

A Longitudinal Study of Growth and Development and the Incidence of Physical Defects at Ages 9 and 10. A Progress Report to the Bernard van Leer Foundation on the Growth and Development Study of the Mt. Druitt Longitudinal Study.

Macquarie Univ., North Ryde (Australia). School of Education.

PUB DATE- Jul 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Achievement; Comparative Analysis; Congenita Impairments; *Disabilities; *Disadvantaged Youth; Elementary Education; *Elementary School Students; Foreign Countries; Grade 4; Height; Incidence; Longitudinal Studies; *Physical Development; Screening Tests; *Socioeconomic Status; Speech Handicaps; Speech Therapy

IDENTIFIERS- Anthropometric Tests; *Australia (New South Wales); Mount Druitt Early Childhood Project

A longitudinal comparative study was made of the physical growth and development of Australian fourth-grade students from low, medium, and high socioeconomic groups. Specific questions addressed were (1) Do children differing in socioeconomic status differ in anthropometric characteristics and incidence of physical defects? (2) What is the incidence of physical defects among 9-year-olds, and is the incidence of physical defects associated with lower school achievement? (3) Are differences in school achievement levels and IQ related to anthropometric differences? and, (4) Have the stature and weight of 9- and 10-year-olds increased since 1970? Findings indicated that physical defects were no greater within an economically disadvantaged group than in a more advantaged group. Defects were not found to be associated with lower levels of school achievement. However, significant differences were found in the mean height, weight, and head circumference of disadvantaged and advantaged children. Mean height for both males and females increased over the period between 1970 and 1982-83. Findings supported the claim that height and educational achievement are positively related within each socioeconomic group. (Appended are the medical record form used and other related materials, including a screening test for speech and language, speech therapy data, and staff conference paper describing the Mt. Druitt longitudinal study and reporting results of the 1982 survey of fourth-graders' physica

development and health.) (RH)

ED 238 572 PS 014 064

Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Curriculum Enrichment; *Educational Improvement; Elementary Secondary Education; *Public Schools; *School Districts; *State School District Relationship; Teacher Improvement

Included in this document is an address by the governor of Pennsylvania to fellow citizens stressing the need to improve the quality of public education in the state. Presented in outline format, the agenda has three main sections. The first section discusses shared responsibility between the Commonwealth of Pennsylvania and the state's boards of school directors. Key areas for mutual responsibility include setting higher curriculum and graduation standards; measuring student achievement, requiring remedial instruction, and providing incentives for high achievement; and setting higher teacher and administrator standards for certification. The second section discusses strengthening and increasing curriculum standards, increasing student achievement through testing for remedial and/or honors programs, and improving the effectiveness of teachers and administrators. The final section recognizes the role of state government and local school districts with regard to their responsibilities for the following: clarifying policies and expectations; encouraging parental involvement; recognizing outstanding teachers and administrators; providing training for teachers and administrators; evaluating superintendents and principals; encouraging study of foreign languages; offering computer science; and establishing partnerships with businesses, colleges, human service agencies, and volunteer groups. A projection chart of annual expenditures for 1984-88 is included. (BJD)

ED 238 590 PS 014 114

Flakus-Mosqueda, Patricia
Survey of States' Teacher Policies. ECS Working Paper No. 2.
Education Commission of the States, Denver, CO. Education Governance Center.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- EG-83-2
PUB DATE- Oct 83
AVAILABLE FROM- Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Education; *Educational Policy; Higher Education; Incentives; Inservice Teacher Education; Scholarship Funds; Staff Development; *State Programs; *State Standards; State Surveys; Student Loan Programs; Student Teaching; Teacher Certification; *Teacher Education; Teacher Qualifications; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- Teacher Competencies

A state-by-state overview of activities related to teacher policies and 11 tables reflecting types of policies in the states are presented in this working paper. Table 1 shows that most states require teacher education students to complete specific programs or coursework and that many also require some demonstration of competence. Table 2 delineates standards for admitting students into teacher training programs. Types of training that lead to the award of a teaching certificate are shown in Table 3. Table 4 shows which states require education students to have classroom experience before they become student teachers and which require internships before certification. Table 5 lists the types of initial certificates that states award and enumerates requirements for renewing certificates. Table 6 provides information for obtaining advanced certificates. Table 7 indicates states' provisions for staff development and inservice education for teachers and administrators. Tables 8 through 11 provide information about programs designed to attract people toward teaching and keep them in the profession. Specifically, Table 8 reports student enrollment data and delineates fields in which teachers are in short supply. Table 9 discusses undergraduate scholarship or loan programs. Table 10 outlines incentives for college graduates to acquire additional training, and Table 11 covers incentives to improve the skills of teachers and increase the attractiveness of the teaching profession. (RH)

ED 238 605 RC 014 324

Cash, Kathleen
Designing and Using Simulations for Training. Technical Note No. 20.
Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Ministry of Education and Culture (Indonesia).; World Bank, Washington, D. C.
REPORT NO.- ISBN-0-932288-66-9
PUB DATE- 83
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Citizen Participation; Community Leaders; Developing Nations; Educational Planning; Females; Foreign Countries; Group Discussion; Guidelines; *Inservice Teacher Education; *Learning Activities; Learning Experience; Motivation Techniques; *Nonformal Education; Nutrition Instruction; Participative Decision Making; Problem Solving; Role Playing; Sensitivity Training; *Simulation; Trainers; *Training Methods; Training Objectives
IDENTIFIERS- *Indonesia

A technical note based on work in Indonesia covers designing and using simulations for training nonformal educators. The first section defines simulations and discusses situations when simulation is appropriate, participants, and considerations for trainers planning a simulation. A sample simulation about planning. "Why is Participation Important?" gives notes for trainer and participants, instructions for groups and role players, discussion of outcomes, results from using the simulation at six Indonesian teacher training colleges, and guidelines for evaluating the simulation. A section on designing simulations gives five steps (identify problems, plan activities, establish learning objectives, write directions, or write notes for trainers), and describes a second simulation, "Motivation and Participation among Women in the Community," including notes for trainer and participants; directions for monitors, secretary and community leaders; roles for community members; and outcomes. An appendix provides additional tasks and role cards. A summary lists five questions trainers should consider while writing simulations: what problem will learners experience; what means does the simulation give learners to resolve the problem; how do strategies (roles, groups, games) demonstrate extent and nature of the problem; how might what learners do and feel during/after the simulation express the complexity of real-life problems; and how will learners' participation give more understanding of the problems involved. (MH)

ED 238 618 RC 014 467

Dick, Alan
Village Science: A Resource Handbook for Rural Alaskan Teachers.
Iditarod Area School District, McGrath, Alaska.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Alaska Natives; Electronic Equipment; Elementary Secondary Education; Environmental Education; Heat Recovery; Motor Vehicles; *Physical Environment; *Relevance (Education); *Rural Education; *Rural Environment; Science Activities; Science Education; Science Materials; *Scientific Concepts; *Scientific Literacy; Student Educational Objectives; Teaching Guides
IDENTIFIERS- *Alaska

A resource handbook for rural Alaskan teachers covers village science, to make basic science concepts relevant to the physical environment in villages. Material is intended for use as filler for weeks that come up short on science materials, to provide stimulation for students who cannot see the relevance of science in their lives, and to help students live more productive, less frustrating lives through understanding their surroundings. The book is arranged as a series of mini-units which can be used in any order, each containing text with illustrations, one or more suggested activities, and student response sheets. A preliminary section defines basic concepts: friction, surface area, inertia, action/reaction, centrifugal force, and center of gravity. The first units cover the sciences of boats, piloting boats, outboard lower units, outboard cooling systems, spark plugs, compression in engines, and carburetors. Subsequent units discuss the sciences of chainsaw clutches, snowmachine clutches, snowmachine tracks, gas lamps, wood stoves, and vapor barriers in houses. Other units explain the sciences of nails, handtools, sharpening tools, goldpanning, cutting down trees, and cutting fish. The final units illustrate the sciences of skates and steel sled runners, dog sleds, snowshoes, airplane floats, guns, generators, speakers, cassettes and radios, and eating foods. (MH)

ED 238 632 RC 014 501

Fraser, Tara
A Dogrib History. Grade 1-3.
Northwest Territories Dept. of Education, Yellowknife.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Studies; *Canada Natives; *Cultural Background; Elementary Education; Environmental Education; Food; Foreign Countries; Grade 1; Grade 2; Grade 3; Leaders; Outdoor Activities; Physical Environment; Resource Materials; Wildlife
IDENTIFIERS- *Dogrib (Tribe); *Northwest Territories

A publication on the history and traditional lifestyle of the Dogrib Tribe of Canada's Northwest Territories is intended for use in grades 1-3. Text is printed in large, clear letters and accompanied by many drawings. Some subjects covered are cooking, food, canoes, clothes, homes, and games. Sections are devoted to beavers and caribou and their importance to the Dogrib people. Chief Jimmy Bruneau, who was a chief for 30 years, and his efforts to provide a school for Dogrib children are covered. Fire, school, hunting and fishing methods, tools and weapons, the Hudson's Bay Company, dogs, and the spruce tree are also described. (MH)

ED 238 707 SE 043 683

Shaklee, Harriet; Hall, Laurie
Methods of Assessing Strategies for Judging Covariation between Events.
Iowa Univ., Iowa City. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-G-80-0091
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; *Evaluative Thinking; Higher Education; Individual Differences; *Learning; Mathematical Concepts; *Mathematics Education; Prediction; *Probability; Problem Solving; *Psychological Studies; Sex Differences
IDENTIFIERS- *Mathematics Education Research; Rule Learning

Past research indicates poor agreement about strategies people use to assess covariation between events. This research investigates method of assessment as one possible source of this low consensus. A set of problems was developed in such a way that different judgment rules would produce different decisions about the relationships between events. College subjects judged these problems, then were asked to explain their judgment strategy. In addition, they were shown model strategies and asked to choose the one like their own strategy and the model that would be the best strategy. Subjects whose judgments indicated use of the most sophisticated strategy were quite accurate in reporting their judgment rules. Subjects using the less accurate rules most commonly reported using strategies which could not have produced the obtained pattern of problem solutions. These findings suggest that self-report is a weak basis for conclusions about sources of error in covariation judgment. (Author)

ED 238 827 SP 022 559

Valentine's Day Activities Compiled from Eleven Years of February Issues of Instructor Magazine, 1973-1983.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; Art Materials; *Art Products; Creative Activities; Drama; Elementary Education; *Handicrafts; Music Activities; Poetry
IDENTIFIERS- Holidays; Inexpensive Materials; PF Project; *Valentines Day

Valentine's Day activities which include a play, music, poetry, and numerous art and craft projects are presented in this compilation from February issues of "Instructor" magazine. The short and easy projects, suitable for primary and elementary students, use inexpensive and easily found materials such as paper, cloth, yarn, magazine pictures, clay, and plastic container covers. In addition to the many projects which involve designing Valentine's Day cards, instructions are given for making mobiles, picture frames, pendants, sculptures, plant holders, boxes, wall hangings, plaques, and batiks. The short Valentine's Day play, set in the year 2100, has a science fiction theme. In addition to one song, a music learning activity is provided. The poetry activity is designed to help students compose verses for their Valentine cards. (EM)

ED 238 468 JC 830 551

Jackman, Cynthia L.
Nursing 436A: Pediatric Oncology for Nurses.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Content; Course Descriptions; *Course Objectives; Higher Education; Learning Activities; Nurses; Nursing; *Nursing Education; *Oncology, *Pediatrics

A description is provided of "Pediatric Oncology for Nurses," the first in a series of three courses offered to fourth-year nursing students in pediatric oncology. The first section provides a course overview, discusses time assignments, and describes the target student population. Next, a glossary of terms, and lists of course goals, long-range course objectives, and required readings are presented. Then, information is provided on the 10 course units; i.e., cancer in children; nursing implications of diagnostic and staging procedures; the treatment of cancer in children; facilitating children's adaptation to intrusive procedures; the challenges of physical care; the challenges of psychological care; team caring for the child with cancer; hospice care for the child with cancer; common issues in pediatric cancer; and long-term survivors of childhood cancer. Each section provides an overview of the unit, specifies student goals and objectives, and presents reading assignments. Finally, student evaluation and course revision procedures are presented. (HB)

ED 238 498 JC 840 028

University of Hawaii Community Colleges: A Guide for Apprenticeship Coordinators and Administrators.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
GRANT- G-09-77-00087
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Policy; Administrator Role; *Apprenticeships; *Community Colleges; *Cooperative Education; Cooperative Programs; Coordination; Coordinators; Federal Regulation; *Program Administration; State Legislation; *State Standards; *Statewide Planning; Trade and Industrial Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Hawaii

This guide presents materials prepared for college administrators of the related instruction portion of apprenticeship training programs in the University of Hawaii's community colleges. After a glossary of relevant terms is presented, introductory material defines apprenticeship, delineates the advantages of apprenticeship to the employer and apprentice, and presents regulations governing the classification of apprentices. The following sections list the federal and state organizations concerned with apprenticeship and the criteria of apprenticeable occupations. Next, a list of apprenticeable occupations in the State of Hawaii provides information on customary terms of apprenticeship. The final sections then outline information on apprenticeship programs and requirements including a classification of programs, the apprenticeship agreement and standards, the role of the apprenticeship coordinator within programs, and the procedure for the establishment of related instruction programs. Appendices include standards of apprenticeship regulations; a sample apprenticeship agreement; federal and state laws, rules and regulations; sample student forms; apprentice wage rates; apprentice wage schedule; a directory of trade coordinators; and selected references. (HB)

ED 238 677 SE 041 770

STS-9 and Spacelab 1. NASA Educational Briefs for the Classroom.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EB-83-8
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Collected Works - Serials (022)
DESCRIPTIONS- Aerospace Technology; Elementary Secondary Education; *Environmental Influences; Instructional Materials; International Cooperation; *International Programs; Learning Activities; Objectives; Personnel; *Science Experiments; *Science Laboratories; *Space Exploration; Telecommunications
IDENTIFIERS- European Space Agency; National Aeronautics and Space Administration; PF Project; *Spacelab; Space Shuttle

Designed for classroom use, this publication provides an overview of the first Space Shuttle/Spacelab mission, a cooperative venture between the European Space Agency (ESA) and the National Aeronautics and Space Administration (NASA). The main purpose of ESA's Spacelab, which will be carried aboard NASA's Space Shuttle (technically called the Space Transportation System or STS), is described as enabling scientists to go into space to conduct experiments which are not possible in Earth's atmosphere and gravity. Topics covered include: (1) the goals of the mission; (2) the types of experiments and investigations which will be performed; (3) the crew; (4) the physical design of the craft; (5) human and data communications between the Johnson Space Center and the Spacelab; and (6) the ability of the Spacelab to be used again. Six questions and activities for classroom instruction are provided. (DC)

ED 238 693 SE 043 668

Tam, Tran Duc; Han, Nguyen Thi

English-Vietnamese Scientific Terminology for High School and Junior College Students. Book 5: Natural Science = Danh Tu Khoa Hoc Anh-Viet Danh Cho Hoc Sinh Trung Hoc Va Sinh Vien Nam Thu Nhat Dai Hoc. Quyen 5: Van Vat Hoc.

Bay Area Bilingual Education League, Berkeley, Calif.

SPONS. AGENCY- Berkeley Unified School District, Calif.
PUB DATE- Jul 76

LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Anatomy; *Biology; Botany; *College Science; Geology; High Schools; *Natural Sciences; Science Education; *Secondary School Science; Two Year Colleges; *Vietnamese; *Vocabulary

Vietnamese students now enrolled in American high schools incur an extremely special need in English. After being taught subject matter disciplines in Vietnamese for many years, and while English is still a foreign language for them, these students are bound to go through two linguistic processes. First, while reading or sitting through lectures conducted in English, they mentally translate ideas into Vietnamese, then think in Vietnamese and reason the Vietnamese way to understand them. Second, when doing homework or trying to say something, they think first in Vietnamese before mentally translating their thoughts into English. To help overcome these and other obstacles an English-Vietnamese scientific terminology series has been produced. This document, the fifth in the series, presents an alphabetical list of specialized science terms in English with corresponding terms in Vietnamese. Science terms included are drawn from botany, geology, anatomy, and other subjects taught in Vietnamese high schools under the general topic of the natural sciences. In translating the English terms into Vietnamese, existing Vietnamese equivalents were kept and words based on Sino-Vietnamese linguistic root or outright phonetic transcription were adopted. The document is suitable for high school/college students and for individuals training for paramedical and laboratory occupations. (JN)

ED 238 738 SE 043 772

Oceanography. Boy Scouts of America Merit Badge Series.
Boy Scouts of America, Irving, TX.
REPORT NO.- ISBN-0-8395-3306-3
PUB DATE- 65
AVAILABLE FROM- Boy Scouts of America-Supply Division, Midwestern

Distribution Center, 1930 N. Mannheim Road, Melrose Park, IL 60160.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Climate; *Marine Biology; *Oceanography; *Science Activities; Science Education; *Science Projects; Secondary Education; *Secondary School Science; Weather

Presented are various activities and projects intended to help Boy Scouts earn a merit badge in oceanography. Each project and/or activity is related to a requirement (objective) found in a list at the beginning of the booklet. Topic areas and/or related activities and projects include: (1) nature of oceanography (naming oceanography branches, describing ways man is dependent on oceans); (2) effect of oceans on weather and climate; (3) ocean waves; (4) drawing cross-section of underwater topography; (5) chemistry of the seas (listing and describing main salts, gases, and foods found in sea water, and explaining the importance of Dittmar's principle); (6) marine biology, focusing on phytoplankton, zooplankton, nekton, and benthos; (7) plankton collection (making plankton net, making models of volcanic island, making models showing inshore sediment movement, measuring water temperature, and making a wave generator); and (8) oceanographic record-keeping and reporting. Instructions and materials needed for projects and activities are provided when appropriate. Lists of books, hydrographic office publications on oceanography, and glossary of oceanographic terms are included. Activities and projects can be completed whether or not individuals live in coastal areas. (JN)

ED 238 842 SP 023 470

Pattavina, Paul
Generic Affective Competencies: A Description of Applied Teaching Behaviors.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Affective Behavior; Classroom Environment; *Classroom Techniques; Conflict Resolution; Elementary Secondary Education; Emotional Adjustment; *Exceptional Persons; Individual Development; Positive Reinforcement; Student Motivation; *Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness

Specific generic affective competencies are those skills, knowledge, and attitudes which are important for a teacher's successful dealing with affective domain behaviors of exceptional students. These skills are used for teaching new behavior, establishing relationships, and setting behavioral limits. Affective competencies are related to student learning in the areas of: (1) motivating; (2) rewarding for correct responses and adaptive behavior; (3) involving students' interest and attention in learning activities and school; (4) managing crisis behaviors; (5) perceiving needs and experiences which students exhibit during learning and socialization activities; and (6) demonstrating or modeling optional ways of responding to stress and solving problems. This paper lists 41 generic competency statements for use in the following: establishing climate, trust, and rapport; managing conflicts and crises; and using positive classroom practices. Examples are given of how these competencies may be applied during teaching activities. (JD)

ED 238 858 SP 023 584

Sandefur, J. T.
Competency Assessment of Teachers: 1980-1983.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Standards; Admission Criteria; Basic Skills; Beginning Teachers; *Competence; Educational Testing; *Educational

Trends; Graduation Requirements; Higher Education; Internship Programs; Standardized Tests; State Boards of Education; *State Standards; *Teacher Certification; Teacher Education; *Teacher Evaluation

Four annual surveys of the 50 states provide data for analyzing nation-wide trends in competency assessment of teachers. Most state plans for teacher competency assessment include testing one or more areas of basic skills, professional or pedagogical skills, and academic knowledge. The testing occurs at the entry level--admission to the teacher education program--and/or prior to certification. A growing number of states require an internship or beginning teacher year with appropriate assessment before initial certification can be awarded. Precis are presented of information on teacher assessment from each state. Data analysis appears to justify the following conclusions: (1) State competency assessment of programs has grown rapidly over the last 6 years and may be expected to continue to increase; (2) Trends continue to emphasize testing in the basic skill areas to be used for certification purposes; (3) Fewer states are using legislative action to mandate competency assessment of teachers, and more states are using state department of education regulations; (4) States are increasingly mandating an induction year prior to the issuance of a certificate; and (5) More states are choosing to use nationally standardized tests rather than develop their own. Several tables detailing each state's position on different types of competency assessment of teachers, as well as contact people for each state, are included. (JD)

ED 238 873 SP 023 645

Roberts, Jane M. E.; Kenney, Jane L.
Instructional Improvement in Maryland: Impact on Educators and Students.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Elementary Secondary Education; *Faculty Development; *Improvement Programs; Inservice Teacher Education; *Instructional Improvement; Mastery Learning; Peer Teaching; Program Evaluation; Program Implementation; Teacher Attitudes; Teacher Effectiveness; Teacher Improvement; Teamwork; Time on Task
IDENTIFIERS- Active Teaching; *Maryland; *School Improvement Through Instructional Process; Student Team Learning

The impact of the School Improvement Through Instructional Process (SITIP) program in Maryland schools was evaluated. The program encourages application of research on planned change to implement one or more of four instructional models: (1) Active Teaching--emphasis on direct instruction, review and discussion of homework, individually supervised seatwork, weekly review, and maintenance; (2) Mastery Learning--objectives broken down into prerequisite and component skills, instruction aligned with objectives to be mastered, "no-fault" testing, corrective work, and testing of final mastery of objectives; (3) Student Team Learning--peer tutoring and team competition for facilitating student learning; and (4) Teaching Variables--two variables strongly related to student achievement, "content" and "time," are emphasized, with ongoing observation supporting and evaluating classroom instruction, assessment of prior learning, alignment of curriculum objectives to testing instruments, and evaluation of the effectiveness of student engaged time. This publication contains six sections. Section I is the introduction; section II contains an overview of Maryland's school improvement program. In section III, an evaluation overview is presented. Section IV discusses state initiatives and assistance. Section V outlines local implementation and program impact. Section VI contains the summary and conclusions. Included are 64 tables and 10 charts and figures. (JD)

ED 238 483 JC 840 011

Wattenbarger, James L.
Maintaining the Vision of the Grail.
PUB DATE- 30 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; *College Role; *Community
Colleges; *Educational Objectives; Two Year Colleges

A fundamental and accepted mission of community colleges in the United States has been to provide educational opportunity for all citizens. The goals for planning community colleges in light of this mission have been summarized as: (1) providing a diversity of programs that attract students in all categories; (2) responding to labor force needs and tc student interests concurrently; (3) assuring students low cost and accessible colleges in which to advance their education, (4) overcoming deficiencies in basic skills so that students may fulfill their potential; (5) providing adequate support services to enable students to succeed; (6) recognizing that an increasing percentage of college enrollments will be made up of part-time and intermittent students; and (7) accepting education as a lifelong need. Though these goals reflect the program philosophy identified as basic to community college existence, they have been challenged indirectly through increase in "quality controls" and lowered financial support. These challenges will require increased attention to the basic college mission and will necessitate more attention to scheduling for individual needs; more concern for counseling services; more use of pre-packaged courses, video and television; and more emphasis on developing new skills and student creativity. (HB)

PS

ED 238 512 PS 013 615

Dancy, Edith
Multicultural Early Childhood Resource Guide.
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners)
Non-Classroom Use (055)
DESCRIPTIONS- Classroom Environment; Cultural Activities; *Cultural Awareness; Curriculum Development; Early Childhood Education; Enrichment; Interdisciplinary Approach; Learning Activities; Learning Modalities; *Multicultural Education; Nonverbal Communication; Parent Participation; *Program Development; Program Evaluation; Resource Materials; Self Concept; Student Characteristics
IDENTIFIERS- PF Project

Designed to provide teachers and administrators with a resource for integrating multicultural concepts into the standard early childhood program, this guide first reviews the value of programs such as Headstart and Followthrough, offers a philosophy of racial/ethnic pluralism, and states the purpose and objectives of this guide. Seven sections discuss the following topics in relation to multicultural considerations: (1) classroom and school ecology; (2) nonverbal communication in the classroom; (3) basic pupil characteristics; (4) how children learn; (5) suggestions for enriching instruction; (6) parent involvement; and (7) curriculum development. Instructions are provided for 22 multicultural activities structured to teach concepts, attitudes, and skills which may be lacking in the core curriculum. Suggestions for evaluating programs and activities are given along with guidelines for teaching in a multicultural setting. A 42-item annotated bibliography of multicultural resources is offered in addition to an 18-item annotated list of teaching materials available through the Educational Resources Information Center (ERIC) system. Concluding this guide are the names and addresses of 34 additional information sources. (EM)

ED 238 526 PS 013 629

The Early Childhood Model Parenting Program.

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cooperative Planning; *Demonstration Programs; Early Childhood Education; Home Instruction; Home Visits; Learning Activities; *Parent Education; Parent Participation; Parent Responsibility; *Parent School Relationship; Parent Teacher Cooperation; Preschool Children; Program Descriptions; Program Evaluation; Volunteers
IDENTIFIERS- Parent as a Teacher; Parent Child Toy Lending Library; Parent Committees; PF Project; Sample Forms

Designed for teachers, administrators, and others involved in early childhood education, the guide presents a model for implementing parenting programs as part of early childhood education programs. Separate sections discuss the planning and implementation of a parenting program, the role of a parent coordinating council, utilizing volunteers, using the home for teaching, and making home visits. Guidelines are given for establishing an activity, book, and toy lending library. The final section offers specific guidelines for establishing a parent education model. The guide provides a number of sample forms, including a parent letter, sample survey, midyear assessment form, parent record tally, school-community profile form, and library attendance and circulation record. (LH)

ED 238 633 RC 014 502

Fraser, Tara
A Dogrib History. Grade 4-6.
Northwest Territories Dept. of Education, Yellowknife.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Studies; *Canada Natives; Conflict; *Cultural Background; Elementary Education; Environmental Education; Family Life; Food; Foreign Countries; Grade 4; Grade 5; Grade 6; Housing; Leaders; Outdoor Activities; Physical Environment; Resource Materials; Sex Role; Wildlife
IDENTIFIERS- *Dogrib (Tribe); Folk Medicine; *Northwest Territories

A publication on the history and traditional lifestyle of the Dogrib Tribe of Canada's Northwest Territories is intended for use in grades 4-6. The text is illustrated with numerous drawings. Sections describe the caribou, spruce tree, muskox, fox, ducks and geese and their usefulness to Dogrib people. Activities covered are trading at the trading post, hunting and fishing, drying meat and fish, finding food in the bush, and making tools and weapons. Dogrib enemies, their raids on Dogrib lands, and the making of peace between the tribes are discussed. The Dogrib family and the roles of men and women are explained. Other sections cover Old Fort Rae, Dogrib chiefs, homes and tipis, feasts, cooking and eating tools, dances and drumming, sickness and medicine, and canoes [illegible] final section gives a Dogrib legend called "The Unlucky Brides of the Old Man." (MH)

ED 238 647 RC 014 521

Duarte, E. D.
Oregon State University College Assistance Migrant Program Performance Report for 1982-83.
Oregon State Univ., Corvallis.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Access to Education; Career Awareness; Delivery Systems; Farm Labor; Higher Education; Inservice Education; Migrant Adult Education; *Migrant Youth; Networks; Program Design; Program Evaluation; *Program Implementation; Seasonal Laborers; Self Esteem; Staff Development; Staff Role; Student Adjustment; *Student Financial Aid; *Student Personnel Services; *Student Recruitment
IDENTIFIERS- *College Assistance Migrant Program; *Oregon State University

During its first year of operation in 1982-83, the College Assistance Migrant Program (CAMP) at Oregon State University (OSU) fully achieved 19 of its 20 goals. The program to recruit and assist migrant seasonal farmworker students in higher education faced three major problems during the year: late organization, OSU's rigorous academic demands, and, most significantly, financial aid for CAMP students. However, the staff successfully provided students with services including placement testing, academic advising, developmental coursework, tutoring, personal counseling, admissions, housing, orientation, enrichment, and financial aid advising. The program met goals regarding staff selection and training; program establishment; and student recruitment, admission, orientation, learning assistance, academic evaluation and monitoring, pre- and post-CAMP assessments of student academic needs; and program evaluation, but did not achieve full student participation in extracurricular activities. Among the 30 CAMP students, 90% completed the year academically ready to continue, 77% planned to continue in higher education, and 100% found the CAMP staff satisfactory. The program achieved its goals through wide use of networks among media services and migrant programs and organizations, and through direct community contact. Students recommended that the program be more aware of financial aid deadlines, the staff be increased, the program be expanded, and that group meetings be held frequently. (SB)

ED 238 661 RC 014 540

Scollon, Ron
Teachers' Questions About Alaska Native Education.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Alaska Natives; American Indian Education; Career Counseling; *Cultural Awareness; Cultural Differences; Cultural Influences; Elementary Secondary Education; Ethnic Stereotypes; Interpersonal Communication; Literacy Education; *Multicultural Education; Parent School Relationship; Role Perception; Social Values; Standard Spoken Usage; *Student Attitudes; Student Characteristics; Student Teacher Relationship; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- *Alaska

The paper presents 45 questions teachers have about education of Alaska Native students, and answers to those questions. Teachers are cautioned to avoid assuming that White, middle-class society and Standard English are the only acceptable standards, to be aware of differences in culture and values between Native groups and between Natives and Whites, and to avoid stereotyping of Native students. A question on emphasizing the importance of literacy to students' future lives evokes a response that it might be better to bring literacy instruction into line with actual out-of-school needs so it would make more sense to students. Other questions address communication with Native parents, student motivation and expectations, effects of the Alaska Native Claims Settlement Act, and orientation of new teachers from outside Alaska. Improving teacher effectiveness, fostering students' leadership abilities, helping students with career plans and long-range planning, and learning about differences in culture and communication patterns are covered. Teachers are warned that awareness of cultural differences can produce negative as well as positive results, and that apparent hostility (lack of response) in students may actually be an expression of respect or caution. Preparing students to cope with an unaware or hostile world is discussed. (MH)

ED 23[illegible] 708 SE 043 684

Shaklee, Harriet; Paszek, Donald
Eliciting Systematic Rule Use in Covariation Judgment the Early Years .
Iowa Univ., Iowa City. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-G-80-0091
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Elementary Education; *Evaluative Thinking; Individual Differences; *Learning; Mathematical Concepts; *Mathematics Education; Prediction; *Probability; Problem Solving; *Psychological Studies
IDENTIFIERS- *Mathematics Education Research; Rule Learning

Related research suggests that children may show some simple understanding of event covariations by the early elementary school years. The present experiments use a rule analysis methodology to investigate covariation judgments of children in this age range. In Experiment 1, children in second, third and fourth grade judged covariations on 12 different covariation problems. Children's performance patterns on the problem set showed an increase in the use of systematic judgment strategies in this age range. Systematic rule users most commonly compared contingency table cells "a" and "b" in judging the event covariations. In Experiment 2, a training paradigm was employed to investigate possible origins of systematic rule use. First and second grade unsystematic, strategy 0 and cell-a children were either directed to attend to cells "a" and "b" (Attention only), were additionally offered explicit instructions to note which of the two cells had more events (Attention-plus-more) or were given no training (control). Posttest performance showed that the Attention-plus-more condition was the only treatment to reliably elicit a-versus-b rule use. It is concluded that simple covariation judgment rules can be used by children in the early elementary school years. (Author)

ED 238 723 SE 043 744

Chandler, William U.
Materials Recycling: The Virtue of Necessity. Worldwatch Paper 56.

Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-55-0
PUB DATE- Oct 83
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036. ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Environmental Education; Foreign Countries; Fuels; Matter; *Metals; *Paper (Material); *Physical Environment; *Recycling; *Waste Disposal; *Wastes

This report focuses on the necessity and advantages of recycling. Following an introduction, the report is divided into five sections, addressing respectively: the necessity of recycling; waste paper recycling; aluminum recycling; iron and steel recycling; and three steps to a "recycling society." These steps include: (1) requiring that consumers pay full costs of materials they use and requiring efforts to reduce energy price subsidies; (2) building world markets for scrap paper, aluminum, and iron/steel; and (3) efforts to insure greater collection of wastes. Incentives, information, or the threat of fines and non-collection of garbage are suggested as ways to implement the latter step, one which would also reduce environmental subsidies, promote international scrap trade, and soften the impact of higher energy prices. Potential for recycling, recycling trends, and special technical and political circumstances are among the topics discussed in the sections on the recycling of waste paper, aluminum, and iron/steel. (JN)

ED 238 753 SO 015 126

Lovett, JoAnn
The Wide World of Economics: A Sixth Grade Study of the Economic Forces at Work Around the World.
Fort Smith School District, AR.
PUB DATE- 80
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Awards; Course Descriptions; Course Evaluation; Cultural Awareness; *Economics Education; *Global Approach; Grade 6; *Interdisciplinary Approach; Intermediate Grades; International Trade; Learning Activities; *Relevance (Education); *Social Studies; Student Developed Materials; Student Participation; Student Projects; Teacher Developed Materials; Technological Advancement
IDENTIFIERS- Oil

A yearlong social studies course which actively involved sixth graders in learning about economics is described. The plan of study was developed jointly by teacher and students. As they used the textbook "Regions of the World" by Lawrence Senesh, the students selected topics that lend themselves to applying economics. Each of these topics was introduced by taking a field trip or engaging in a meaningful school or classroom activity. The economic ideas introduced had some significant meaning to students in the local setting before those ideas were applied to some other part of the world. The learning experiences consisted of a variety of activities, including interviewing local people, taking field trips, having resource speakers in the classroom, and using a wide variety of resource materials. The course description is organized around the areas or topics studied: where people live, interdependence and trade around the world, different economic systems, black gold and its impact on the economy of the world, and bringing the world together through modern technology. As a culminating activity the students wrote economic booklets. Evaluations showed that the course was very successful. (RM)

ED 238 768 SO 015 201

Smith, Gary R.; Bienstock, Eric M.

The Mountain West and the World: International Connections and Alternative Futures. A Handbook of 15 Activities for Secondary Classrooms.

Weber State Coll., Ogden, UT. Div. of Continuing Education and Community Services.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cognitive Ability; Critical Thinking; Decision Making Skills; Energy; *Futures (of Society); *Global Approach; Instructional Materials; Learning Activities; *Problem Solving; Secondary Education; Teaching Guides; Values Education
IDENTIFIERS- *Interdependence; United States (Intermountain West)

Activities to supplement secondary school global or future studies cou[illegible]s in the 10 state Mountain West region are presented in this teacher handbook. Material is divided into 3 sections. Section 1, an introduction to international connectedness, contains 7 activities focusing on the Mountain West's interdependence with the rest of the world. A variety of strategies such as role plays, surveys on local food and energy sources, and data interpretations enable students to experience and discuss interdependence. For each activity, objectives, necessary class time, materials and procedure are outlined. Section 2 contains 8 activities created by the Cognitive Research Trust thinking program to develop students' thinking and problem-solving skills. The activities provide training in the following skills: evaluating ideas and options; considering all factors; exploring consequences and sequels of a decision; considering aims, goals, and objectives of an action; setting priorities; and identifying alternatives, possibilities, and choices in problem solving. An introduction outlining the objectives, format, materials, allocated time, procedure, and follow-up common to all the activities in this section is followed by separate readings describing each activity. Section 3 consists of student handouts which support the activities described in Sections 1 and 2. The handbook concludes with a form for evaluating and commenting on activities. (LP)

ED 238 783 SO 015 320

Pryde, Philip R.
The Development of Energy Courses at American Universities.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Colleges; Course Content; Course Descriptions; Curriculum; Educational Research; Educational Trends; *Energy; Geographic Location; *Geography Instruction; Higher Education; Interdisciplinary Approach; National Surveys; Reference Materials; Resource Materials; Textbooks; Universities

Presented are the results of a survey conducted in 1983 to determine the number and content of energy courses and seminars being offered within American departments of geography. Questionnaires were mailed to the 215 institutions on the mailing list of the Energy Specialty Group of the Association of American Geographers. Responses indicated that a total of 30 courses were being offered at 25 campuses (of these, one response came from Canada and one from the United Kingdom). Information concerning the courses is provided in table format: instructor, institution, course title, type of course, structure of course, text or type of instructional materials used, and comments. As might be expected in a newly emerging teaching area, there was a wide variety in course titles and subject matter. An equally large variety was evidenced in the choice of textbooks. In all, 13 different texts were used (these are listed). Information was also received on at least two attempts to set up interdisciplinary programs on energy topics in which geography departments might be involved. Two appendices are included: a map showing the location of geography departments offering energy courses and a listing of references and course materials valuable for teaching energy courses. (RM)

ED 238 799 SO 015 342

Miller, Barbara; And Others
A Comparative View of the Roles of Women and Men: Grades 6-12.
Comparative Studies Series.
Denver Univ., Colo. Center for Teaching International Relations.

PUB DATE- 82
AVAILABLE FROM- CTIR Publications, University of Denver, Denver, CO 80208 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civil Liberties; Comparative Analysis; Developing Nations; Family Life Education; *Females; Global Approach; Human Dignity; Intermediate Grades; Learning Activities; *Males; Role Perception; Secondary Education; *Sex Fairness; *Sex Role; Sex Stereotypes; *Social Change; Social History; Social Influences

Designed to supplement intermediate or secondary level courses on sex roles or the family, the activities in this handbook enable students to examine changing sex roles and their effects on individuals and society. Materials are presented in three parts. Activities on perception and awareness (part 1) focus on identifying and reducing sex role stereotypes. In part 2, students examine the historical roles of both sexes as a means of understanding contemporary situations. The final section, sex roles around the world, emphasizes improving the status of women as a cornerstone to implementing human rights on a global scale. Special attention is given to third world women. Over 30 activities, many of which focus on a background reading, utilize a wide variety of teaching strategies. Examples of activities include performing two contrasting skits on Susan B. Anthony, writing family histories, analyzing changing material values between grandparents and selves, examining women's jobs in the 1930's, and analyzing changing sex roles in songs. Objectives, grade level, required class time, materials, procedure, and follow-up evaluation method are outlined for all activities. Reproducible handouts for each part are provided at the end of the book. (LP)

ED 238 813 SO 015 375

Maxey, Phyllis F.; And Others

Product Safety: The Stonewall Hearings. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.

Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accountability; *Business Responsibility; *Consumer Education; *Consumer Protection; Economics Education; Government Role; Instructional Materials; Learning Activities; Merchandise Information; Public Agencies; Secondary Education; Simulation; Units of Study
IDENTIFIERS- *Business and Society; *Product Safety; Regulatory Agencies

One of a series of units on business designed for secondary school students, this packet examines the issues concerning business responsibility for safe products. Teacher and student materials are provided in separate sections. The teacher's guide presents an overview of activities and objectives, five detailed lesson plans, answer keys, background information, handouts for student activities, and recommendations for using a business person as a classroom resource. The student component contains material for five student activities. Students are introduced to the issue of product safety through two readings which outline various business, government, and private agency responses to product safety problems. This is followed by a simulation of a congressional subcommittee hearing on tire recall. By taking the roles of business people, government agencies, and consumer interest groups involved in the case, students have an opportunity to weigh product safety information and determine a course of action for dealing with consumer complaints and injuries. The simulation is prefaced by an information packet which explains terminology and provides background information. A vocabulary worksheet helps students review new ideas and terms presented in the unit. (LP)

ED 238 541 PS 013 989

Owens, Jane; Williams, Carolyn C.

The Effects of Viewing "Sesame Street" on Learning Styles and Readiness of Primary Children.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; *Elementary School Students; Primary Education; *School Readiness; *Television Viewing
IDENTIFIERS- *Sesame Street

A study was conducted to determine the relationship between learning styles and school readiness within two groups of 5- and 6-year-old primary school children. The first group was composed of 15 preschool children who watched an average of 5 hours of the television program "Sesame Street" per week; the second group consisted of 29 preschool children who did not watch the program. Twenty-five of the preschoolers were girls, and 29 were boys. Data were gathered through parents' reports of hours per week their child watched the program and through children's performance on the Learning Styles Inventory-Primary Version (LSI-P) and the Metropolitan Readiness Test (MRT). Two environmental elements of the LSI-P (light and design) and three readiness factors of the MRT (word meaning, matching, and alphabet) were significantly correlated with viewing "Sesame Street." Discriminant analysis revealed no significant overall differences between factors of readiness and elements of learning styles. (RH)

ED 238 556 PS 014 025

The Bananas' Manual on Event Child Care.
Bananas, Inc., Oakland, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 82
AVAILABLE FROM- Bananas, Inc., 6501 Telegraph Avenue, Oakland, CA 94609 ($5.00; Price includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Activities; Age Groups; *Child Caregivers; *Day Care; *Program Design; *Program Development; Recordkeeping; Scheduling
IDENTIFIERS- Special Event Day Care

Written for individuals and/or groups, this manual provides a step-by-step guide to the implementation of day care during special events such as fund raisers and workshops. The introduction includes information on staff, site, and insurance requirements. Next, instruction is provided on the preparation of business forms, meeting the unique needs of children, discipline, scheduling, activities, equipment, food, and emergency and security precautions. Special care for each age group is described; and evaluations, saying goodbye to children, and final clean-up are discussed. Sample forms are included. (BJD)

ED 238 573 PS 014 068

Criteria for Excellence: Gifted and Talented Program Guidelines.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Ability Identification; *Academically Gifted; Elementary Secondary Education; Inservice Education; Instructional Design; Program Evaluation; *Program Guides; *Talent; Talent Identification; Teacher Selection

To provide direction to school systems and individual schools as they plan, develop, and implement new programs, this guide sets forth criteria for curricula geared toward gifted and talented students. The criteria are also intended as a tool for schools to use in assessing and improving their current offerings for students. An introduction provides a definition of "gifted and talented" as defined by the Maryland State Department of Education and discusses goals of gifted education. Six major program components are then addressed in outline format: (1) identification of students, (2) the instructional program, (3) teacher selection, (4) staff development, (5) program management, and (6) evaluation. (BJD)

ED 238 591 PS 014 117

Minority Pupils and Staff in the Connecticut Public Schools.
Connecticut State Dept. of Education, Hartford.
REPORT NO.- BRPE-Pub-83-7
PUB DATE- 1 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Characteristics; Elementary Secondary Education; Enrollment Trends; *Ethnic Distribution; Instructional Program Divisions; *Minority Group Children; *Minority Group Teachers; *Public Schools; Racial Composition; School Demography; School Districts; State Surveys; Tables (Data); Vocational Schools
IDENTIFIERS- *Connecticut; Project Concern

The 11 tables and 7 figures provided in this report contain data, collected as of October 1982, about the distribution of minority group students and staff in Connecticut public schools. Student distributions are reported for type of community, grade, school district, and vocational-technical schools; staff distributions are reported for type of community, school district, and vocational-technical schools. Distribution data for Project Concern are reported along with growth rates for minority enrollment in towns with enrollments of 5 percent or more. Towns are ranked by number of minority students, and trends from 1973 to 1982 in the schools' minority populations are indicated. Figures depict the racial composition of the student population in the public schools and the percentage of minority students by towns in 1982. The remaining five figures focus on the years 1973-82, indicating minority group enrollment, minority and nonminority enrollment, minority and nonminority staff members, minority staff groupings, and percentages of minority pupils and staff members. (RH)

ED 238 619 RC 014 485

Luft, Murray
Popular Adult Education: The Bolivian Experience.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Education; *American Indian Education; Case Studies; Change Agents; Change Strategies; Community Change; Delivery Systems; Developing Nations; Educational Innovation; Educational Strategies; Foreign Countries; *Nonformal Education; Outcomes of Education; *Program Content; Program Evaluation; *Rural Education; Social Change
IDENTIFIERS- *Bolivia; Consciousness Raising; *Popular Education

A discussion paper on popular adult non-formal education in rural Bolivia, based on four months of 1982 fieldwork, focuses on the nature of popular education and its meaning in a contemporary Bolivian context, program methods and operational strategies employed, outcomes and impacts on peasant participants (many of them Indians), and problems and potentialities arising from efforts at popular education. The paper combines description and analysis, is illustrated with many photographs and drawings, and is designed to encourage debate over the role of adult education in social change in developing and developed countries. A section on conceptual framework defines the main concepts and discusses perspectives on education and development. An historical overview of Bolivian society is provided, as well as discussions of the growth of popular education and the shortcomings of rural formal education. Characteristics, major orientations, and strategies of Bolivian popular education institutions are summarized, followed by a section on methodologies and processes used in the delivery of popular education programs. Case studies of 10 innovative popular education programs are presented. A section on issues in Bolivian popular education discusses consciousness-raising education and social change, and concerns about evaluation and impact assessment. The concluding section covers possibilities in Bolivian popular education and constraints affecting it. (MH)

ED 238 828 SP 022 586

Eddowes, E. Anne; Schall, Merri H.

EED 478 Student Teacher Progress Guide.

Arizona State Univ., Tempe. Dept. of Elementary Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classroom Techniques; Communication Skills; Cooperating Teachers; Elementary School Teachers; Evaluation Methods; Higher Education; Rating Scales; Student Evaluation; *Student Teachers; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS- PF Project

This process guide consists of a rating scale for use by supervisors of student teachers. The teacher sponsor is instructed to rate the student teacher's performance on a variety of teaching skills in order to provide a structured format for conferences. It is suggested that the scale be used at least three times during the student teaching assignment and that the following ratings be used: functions independently; needs some suggestions; needs frequent suggestions; skill not evident; and skill not applicable. The skills are divided into seven categories: (1) personal-philosophical characteristics (18 skills); (2) human development/variability/exceptionality (16 skills); (3) communication (16 skills); (4) planning and organization (19 skills); (5) content (20 skills); (6) measurement/assessment/evaluation (10 skills); and (7) pupil results (8 skills). Space is provided for written comments. The final category on overall effectiveness asks for written comments on areas of strength, areas for improvement, and areas of outstanding effectiveness. The rating scale is designed for the same sheet to be used up to five times so that progress in each of the skills can be observed. (DC)

ED 238 469 JC 830 552

Blaustein, Jenna Rose
Nursing 302: An Introduction to Psychiatric Nursing.
PUB DATE- 16 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Content; Course Descriptions; *Course Objectives; Higher Education; Learning Activities; *Mental Health; Nurses; Nursing; *Nursing Education; *Psychiatric Services

A description is provided of "Introduction to Psychiatric Nursing, a 7-week course offered to juniors and seniors in a bachelor of science nursing program. The first sections present information on curricular placement, time assignments, and the targeted student population, and define psychiatric/mental health nursing. Next, the course description highlights the philosophy of the school of nursing and the place of an introductory course in psychiatric nursing in the curriculum; specifies goals and long-range objectives of the course; and lists instructional materials. Next, the seven course units are presented; i.e., introduction to psychiatric nursing; communication with peers and patients; mental health counseling of children and adolescents; nursing care of the patient with disturbed coping patterns; nursing care of the patient with disintegrative life patterns; nursing care of the patient in crisis; and summary and review. For each unit, the instructional goal is presented, along with objectives phrased in terms of specific in-class and out-of-class assignments and reading assignments. The final section presents student evaluation and course revision procedures. (HB)

ED 238 499 JC 840 030

Platform for Excellence: A Review and Projection of Basic Skills, Developmental and Learning Support Education. Task Force Reports from the Learning Assistance Support System Project.

Washington State Board for Community Coll. Education, Olympia.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Basic Skills; *Developmental Studies Programs; *Educational Policy; *Educational Testing; *Foreign Students; Immigrants; Minimum Competencies; Postsecondary Education; *Program Administration; Refugees; Remedial Instruction; Statewide Planning;

Student Placement; Student Problems; Testing Programs
IDENTIFIERS- *Washington

Prepared by four state-appointed task forces, this report recommends policies and procedures for basic skills education in the State of Washington to assist local and statewide planning. Following introductory material on the mandate and members of the task forces, Section I considers the organization and management of developmental programs, focusing on philosophy, management models, funding, services, and staff considerations. Section II identifies current testing instruments used in the areas of college entry, writing, reading, math, English as a Second Language, and vocational screening. In addition, this section summarizes comments on the effectiveness of the various tests that were gathered during a statewide survey. Section III discusses the status of immigrant and refugee education, reviewing the extent of the impact of immigrant and refugee students; the process of surveying faculty regarding these students; faculty perceptions of problems, solutions, and unmet needs; and a program model and recommendations for immigrant and refugee education. Section IV presents eight public policy recommendations designed to provide directions and objectives for the 1980's. A list of academic competencies, as defined by the College Board, is appended. (LAL)

ED 238 606 RC 014 325

Tate, Sean
Q-Sort As a Needs Assessment Technique. Technical Note No. 21.
Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Ministry of Education and Culture (Indonesia).; World Bank, Washington, D. C.
REPORT NO.- ISBN-0-932288-92-8
PUB DATE- 82
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount or orders of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Developing Nations; *Educational Assessment; Educational Objectives; *Evaluation Methods; Foreign Countries; Improvement Programs; Inservice Education; *Needs Assessment; *Nonformal Education; Organizational Objectives; Problems; Problem Solving; Professional Continuing Education; *Program Evaluation; Program Implementation; Q Methodology; Records (Forms); Research Methodology; Training Objectives
IDENTIFIERS- *Indonesia

A technical note based on the Indonesian Nonformal Education Project discusses use of Q-sort, originally a research technique for studying small groups or individuals, as a needs assessment method. The background of Q-sort, designed to take subjective factors into account, is covered, and its use in needs assessment described: cards, each of which shows a single idea or problem, are ranked from 1 to 11 (or less) and sorted into piles according to perceived importance, after which the distribution of cards is recorded on a score sheet. Use of Q-sort for evaluation in the Indonesian project is discussed, including objectives in using Q-sort: providing interaction between provincial staff and central Project staff, obtaining a list of needs and problems, giving staff practice in scoring techniques, exposing staff to a participatory training model, and using ranked information from each Q-sort as the foundation for in-depth interviews. Implementation of Q-sort is detailed; major stages are: preliminary interviews to collect statements to be written on the Q-sort cards, actual Q-sorting, and in-depth follow-up interviews based on responses gained from the sorting procedures. A list of problem statements, an individual score sheet, and a consolidated score sheet are included. Advantages and disadvantages of Q-sort for needs assessment are summarized. (MH)

ED 238 678 SE 041 773

Genes and Surroundings: Teacher's Guide.
Biological Sciences Curriculum Study, Colorado Springs, CO. Center for Education in Human and Medical Genetics.
SPONS. AGENCY- Health Services Administration (DHHS/PHS), Rockville, MD.
REPORT NO.- ISBN-0-8403-3066-9
PUB DATE- 83
AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Activity Units; Biology; Course Objectives; *Course Organization; Discussion (Teaching Technique); Evaluation Methods; *Genetics; *Heredity; *Individual Differences; Item Banks; Junior High Schools; Middle Schools; *Science Activities; Science Instruction; Secondary School Science; Teaching Guides; Teaching Methods
IDENTIFIERS- PF Project

This teacher's guide is intended to be used with "Genes and Surroundings," an activity unit on human and medical genetics for junior high and middle school students. The unit emphasizes variability and diversity in genetics and is organized around five themes: (1) individuality; (2) continuity; (3) variability in relation to others; (4) variability in time; and (5) adaptation. The initial section of the teacher's guide provides a list of materials needed for each of the 25 activities, an overview of the unit, recommended administrative arrangements including a letter to parents and a parent permission form, organization and goals of the program, teaching considerations, and evaluation suggestions. Each activity has specific instructions which are divided into eight parts: focus; objectives; additional learning opportunities; materials and advance preparation needed; teaching considerations including instructional methods, background information, and alternative approaches; guide to class discussions; suggestions for further exploration; self-check key; and new words. A test item bank to assist in test development and tear sheets for use with some of the activities are included. (DC)

ED 238 724 SE 043 745

Trowbridge, David; Durnin, Robin
Results from an Investigation of Groups Working at the Computer.
California Univ., Irvine. Educational Technology Center.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 84
GRANT- NSF-SED-8112633
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Computer Assisted Instruction; Computer Programs; *Computer Simulation; *Concept Formation; *Electric Circuits; Grade 7; Grade 8; *Group Instruction; Instructional Materials; Junior High Schools; Science Education;

*Secondary School Science
IDENTIFIERS- *Group Size; National Science Foundation; Science Education Research

This study examined learning by individuals and groups in a computer environment. Individual interactivity as a function of group size was investigated by focusing on various modes of interaction available to students while they completed activities using a computer. The activities, which involved manipulation of pictures of batteries, bulbs, and wires on the computer screen to perform simple experiments with simple direct current (DC) circuits, involved high-level learning (reasoning skills and conceptual understanding). Achievement was measured by administering brief paper and pencil tests and individual interviews. Data were also collected for subjects (N=58 seventh and eighth grade students) on age, sex, grade point average, and family income. The study also investigated students' grasp of concepts being taught by having them apply their knowledge to appropriate non-computer tasks, and certain global aspects of the group session to provide generalizations of typical social and psychological behavior in the computer-based learning environment. Among the findings reported are those indicating an advantage of small group usage (two to three students per group) over individual usage of highly interactive computer-based instructional materials and that students working in such groups seemed more likely to interpret program questions as the authors of the materials had intended. (JN)

SO

ED 238 739 SO 014 654

Heyne, Paul; Stevahn, Laurie
Choices in the Marketplace: A Basic Unit on Consumer Economics.
Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Council on Economic Education, Olympia.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Concept Teaching; *Consumer Economics; *Consumer Education; *Decision Making; Economic Factors; *Economics Education; Instructional Materials; Learning Activities; Resources; Secondary Education; Units of Study
IDENTIFIERS- Business and Society; Interdependence; Supply and Demand

Consumer decision-making and its consequences for individual consumers and societal groups are examined in this economic unit for secondary school students. Seven lessons focus on developing an understanding of the concepts of scarcity, supply and demand, resources, choice, price, and interdependence and on fostering an economic way of thinking. In each lesson, a short lecture precedes several activities which draw on student classroom behavior to illustrate basic economic concepts. Two optional lectures discuss the costs and benefits of product improvement and consumer protection laws. A comprehension test, test answer sheet, test item analysis, and teacher background readings for each lesson are provided in the appendix. (LP)

ED 238 843 SP 023 471

Pattavina, Paul
An Affective Competency-Based Model for Generic Teacher Training.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adjustment (to Environment); *Adolescents; *Affective Behavior; Behavior Problems; *Classroom Techniques; Emotional Adjustment; *Exceptional Persons; Faculty Development; Individual Differences; *Inservice Teacher Education; Learning Processes; Mainstreaming; Secondary Education; *Teacher Behavior

An inservice training project has been designed for secondary school teachers who deal with emotionally disturbed adolescents in their regular classrooms. The objective of the training is for teachers to develop generic affective competencies for creating an affective classroom climate, managing conflicts and crises, and using positive classroom management practices. A primary assumption underlying the training model is that educators, like students, have different abilities, motivations, and perceptions. Rather than attempt to standardize the competencies of school personnel, the model proposes recognizing and enhancing these differences and facilitating the use of faculty strengths. The model includes: (1) awareness activities and very general levels of training; (2) a thorough grounding in affective skills within a "positive growth" orientation for dealing with emotional and behavioral problems of adolescents in general; (3) development of demonstration projects and specific implementation skills in key individuals; and (4) a withdrawal phase which emphasizes school personnel carrying on the kinds of activities the project would advocate. An analysis and evaluation is included of the results of one such inservice training project. (JD)

ED 238 484 JC 840 012

Behm, Robert J.
Community College - University Cooperation and Its Benefits.
PUB DATE- 18 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; *Cooperative Programs; Higher Education; *Intercollegiate Cooperation; Program Descriptions; Universities

Currently community colleges and universities are facing their greatest economic challenges and greatest opportunity for cooperation. The extent of community college involvement in cooperative ventures was reflected in a 1980 nationwide survey conducted by the American Association of Community and Junior Colleges which found 10,000 cooperative arrangements serving 1.5 million people in place in the 173 community colleges participating in the survey. The current literature reveals a number of specific models for cooperation including the following: (1) Northern Virginia Community College offers sections of a developmental mathematics course on the George Mason University campus; (2) the colleges of the Saint Lawrence Valley cooperate in curriculum development, faculty exchange, team teaching, and construction of instructional media; (3) Seattle Central Community College and the University of Washington are collaborating on a State Education Agency grant; and (4) California State University at Chico's Instructional Television Fixed Service System broadcasts courses to three northeastern California community colleges. Successful cooperative ventures usually begin and flourish through the efforts of one or two interested individuals in the participating institutions. In addition, they must always hold the potential for mutual benefit and have the philosophical support of the institutions' highest authorities. (LAL)

ED 238 694 SE 043 669

English-Vietnamese Scientific Terminology for High School and Junior College Students. Book 6: Government and History = Danh Tu Khoa Hoc Anh-Viet Danh Cho Hoc Sinh Trung Hoc Va Sinh Vien Nam Thu Nhat Dai Hoc. Quyen 6: To Chuc Chanh Quyen Va Su Hoc.

Bay Area Bilingual Education League, Berkeley, Calif.

PUB DATE- Aug 76
LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Government (Administrative Body); Two Year Colleges; *Vietnamese; *Vocabulary

Vietnamese students now enrolled in American high schools incur an extremely special need in English. After being taught subject matter disciplines in Vietnamese for many years, and while English is still a foreign language for them, these students are bound to go through two linguistic processes. First, while reading or sitting through lectures conducted in English, they mentally translate ideas into Vietnamese, then think in Vietnamese and reason the Vietnamese way to understand them. Second, when doing homework or trying to say something, they think first in Vietnamese before mentally translating their thoughts into English. To help overcome these and other obstacles an English-Vietnamese scientific terminology series has been produced. This document, the sixth in the series, presents an alphabetical list of terms in history and government covering overlapping aspects of past and present human activities. Terms related to government focus on the governmental system in the United States. In translating the English terms into Vietnamese, existing Vietnamese equivalents were kept and words based on Sino-Vietnamese linguistic root or outright phonetic transcription were adopted. (JN)

ED 238 784 SO 015 321

Meade, Martin J.
Student Writing in Courses: Specific Strategies for Minimizing Faculty Workload.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Strategies; Evaluation Methods; Higher Education; *Psychology; *Teaching Methods; *Writing (Composition); Writing Evaluation; Writing Exercises; Writing Skills

It is possible to use writing assignments in college psychology courses as a means of teaching subject matter and writing without substantially increasing instructor workload. There are two sets of strategies for dealing with the problem of limited time and energy, one pertaining to the writing assignment itself, the other to evaluating such assignments. Short assignments offer alternatives to the term paper. In planning short assignments, instructors should be careful to determine the students' general writing level, students' knowledge level of psychology, and the skill and content objectives of the assignment. All these will affect subsequent decisions about length, focus, and types of assignments. A second way to save faculty time is to alter the traditional written method of assignment evaluation. Self-evaluations and peer evaluations provide useful feedback on student performance. Alternatively, evaluation may focus on the students' development in one particular subprocess of writing. There are also several strategies for saving time in the communication of student evaluations. Instructors should consider combinations of oral and written evaluations and group and individual evaluations. (LP)

ED 238 800 SO 015 345

Gerlach, Russel L.
The Ozarks Elementary Curriculum Project.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Area Studies; *Cultural Background; Cultural Pluralism; *Cultural Traits; Curriculum Development; Elementary Education; Language Role; Language Variation; Learning Activities; *Local History; Multicultural Education; Music Education; *Regional Characteristics; Social Studies; Subcultures
IDENTIFIERS- Genealogy; *Ozarks

The paper describes the Ozark Elementary Curriculum Project undertaken to provide the region's teachers with resources to create a positive image of the Ozarks and its cultural heritage. Using a multicultural approach, the curriculum presents regional culture as a valid alternative to any standardized national culture, and attempts to demonstrate the American ideal that being different connotes neither superiority nor inferiority. Material is structured around a set of questions relating to everyday life. Questions address personal identity, meeting daily needs, making a living, cooperation, communication, entertainment, and dealing with the unknown. A timeline provides the device for relating these questions to the broader regional and national history. The curriculum itself consists of 3 learning modules dealing with the Ozarks as a region, a culture, and a history, and 4 learning activities which examine specific aspects of Ozark life: geneaology, music, education, and language. Four sections of teacher background information contain material on geography, history, and ethnic groups which has been specifically adapted for elementary use. Bibliographies are also included. The inexpensive project was developed with open-ended activities to facilitate its implementation in a variety of Ozark communities. (LP)

ED 238 859 SP 023 588

Techniques for Preventing the Spread of Infectious Diseases.
California State Dept. of Education, Sacramento.

PUB DATE- 83
AVAILABLE FROM- Publication Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communicable Diseases; *Disease Control; Food Service; Health Education; *Hygiene; Physical Disabilities; *Physical Health; *Prevention; Public Health; *Sanitation

Specific procedures are outlined for prevention of the spread of infectious diseases with techniques of handwashing, diapering, and handling of known disease carriers. Protocols for classroom cleanliness list essential steps and key points and precautions for maintaining a hygienic environment. This section includes a list of protocols for food handling. It is pointed out that the transmission of infectious diseases may occur more readily in special centers for severely handicapped children because of the close personal contact required for care. Appendixes include information on legal requirements, cleaning schedules, selection of disinfectants, and descriptions of contagious diseases. (JD)

ED 238 874 SP 023 646

Middleton-Cross Plains Area Schools Physical Education Curriculum.

Middleton-Cross Plains Area School District, WI.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Adapted Physical Education; Athletic Equipment; *Athletics; *Class Activities; Curriculum Development; Educational Games; Elementary Secondary Education; *Individual Development; Lesson Plans; Lifetime Sports; Motor Development; *Physical Education; *Physical Fitness; Safety Education; Skill Development

A comprehensive physical education curriculum from kindergarten through grade 12 is presented. Objectives are outlined for each grade level along with descriptions of activities. Grading procedures are described as well as physical fitness testing programs. Course descriptions are given for activities at the high school level, including lifetime sports, recreation, and team athletics. The American Alliance for Health, Physical Education, Recreation and Dance fitness criteria percentile scores are included for both boys and girls from 9 through 17 years of age. The stated goal of this program is to help students improve personal attitudes, especially those related to wise use of leisure time, and improvement of physical condition through exercise and instruction in health habits. (JD)

ED 238 513 PS 013 616

Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School. Implementation Handbook.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; *Decision Making Skills; Guidelines; Improvement Programs; Instructional Materials; Junior High Schools; Middle Schools; Models; Program Evaluation; *Program Implementation; *Self Concept; *Sex Fairness; *Sex Stereotypes; Student Development; Teaching Methods
IDENTIFIERS- PF Project; Program Objectives

This handbook is designed to assist schools in carrying out the following goals of the Fair Play program: to strengthen and expand students' female or male self-concepts, to increase their decision-making skills, and to increase their academic achievement by changing their stereotypic attitude toward particular content areas. The Fair Play program consists of six units: (1) Decisions and You (decision-making skills); (2) Decisions about Roles (changing, choosing, and defining roles); (3) Decisions about Language (comparison and analysis of female and male language); (4) Decisions about Mathematics (male and female attitudes toward math and math-related careers); (5) Decisions about Science (attitudes toward science, human development and the role of genes, and relationship between humans and the environment; and (6) Decisions about Physical Activity (attitudes toward physical activity and activities to enhance abilities in physical fitness). Following a description and rationale of the program goals, the handbook briefly describes the student and teacher guides which are available separately. Suggestions and models for starting the program in a school or school system are included in the section on administering the program, along with recommendations for keeping the program going. The section on teaching the program gives an overview of the program and the structure of the units and lessons, guidelines for student evaluation, and descriptions of instructional approaches. The final section comprises a brief discussion of the method and results of the program evaluation. Appendices contain three essays which provide a comprehensive rationale for the program goals. (DC)

ED 238 527 PS 013 631

Prince, Barbara
Growing Up: Getting in Touch with Me. A Value Clarification Resource Manual for Pre-School Teachers.
Texas State Dept. of Human Resources--Region 4, Abilene. Child Development Div.
PUB DATE- 83
AVAILABLE FROM- Texas State Dept. of Human Resources, P.O. Box 3235, Abilene, TX 79604 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTIONS- Books; Childrens Literature; Films; Games; Learning Activities; Preschool Education; Preschool Teachers; Resource Materials; *Self Concept; *Values Clarification; *Values Education
IDENTIFIERS- Fingerplays; PF Project

This resource manual is intended to serve as a guide for preschool teachers in teaching value-related concepts and in providing children with experiences that foster self-understanding, self-acceptance, and strong relationships with others. Instructions for numerous games, fingerplays, and other activities are given as are many references to children's books and films. The materials are organized by the topics of anger, differences, cooperation, death, family (adoption, divorce, fathers, mothers, only children), fear, honesty, individuality, leadership, loneliness, responsibility, self-concept, and sharing. Book references include title, author, and usually a brief annotation. Film references include title, name (but no address) of publisher, length of film, color/sound information, grade level, and usually the date of release and a brief summary of the content. While most of the activities provide directions for use, two pages of activities require the use of the Peabody Early Experience Kit. An index which lists the materials and activities under each topic concludes this manual. (EM)

ED 238 542 PS 013 992

Cowles, Milly; And Others

An Analysis of Young Children Learning Keyboarding Skills.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; *Attention Control; Elementary Education; *Elementary School Students; Enrichment Activities; *Motor Development; *Psychomotor Skills; *Skill Development; Summer Programs; *Typewriting

IDENTIFIERS- Frustration; *Keyboarding

The primary purpose of this study was to demonstrate whether children ages 5 through 8 could learn keyboarding skills. A secondary purpose was to examine the relationship between typing skill development and motor proficiency. A sample of 24 children was randomly selected from a group attending a summer school enrichment program. The Bruininks-Oseretsky Test of Motor Proficiency was used to measure children's gross and fine motor skills. After arm and leg preference for each child had been determined, gross motor, fine motor, and gross and fine motor skills subtests were administered. Subjects used IBM Selectric typewriters and a modified "Touch to Type Typing Program." All instruction was teacher-directed in 30-minute sessions and was continued for 19 days. Each lesson was observed by at least one child development specialist in order to measure time-on-task behaviors and to search for obvious signs of frustration, enjoyment, and perseverance. Results indicated that young children can learn to type correctly and they can do so without frustration. Seven- and 8-year-olds experienced success with words and sentences and stayed with the task; 5- and 6-year-olds progressed to words only. Observations suggested that being able to read was an important antecedent skill. Additional results showed that gross and fine motor proficiency were highly related to the success of the older children. (RH)

ED 238 557 PS 014 026

Partridge, Susan
Mnemonics and the Very Young Children: A Position Taken.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120

DESCRIPTIONS- Elementary Education; *Elementary School Students;
Learning Experience; *Mnemonics; *Reading Instruction; *Spelling;
*Teaching Methods
IDENTIFIERS- *Pictogram System

Mnemonic devices can help or hinder young children's efforts to learn. An example of the facilitative use of mnemonics is Lyn Wendon's Pictogram System, an approach to reading and spelling that pairs intrinsically interesting images with letters of the alphabet and their combinations. The sentence "Arthur Ar has a get-away car" illustrates her approach to making the "ar" combination memorable. Less well thought out uses of mnemonics with young children can hav unexpected results, as when elementary school students learning to spell "wagon" added spokes to the "o" when told to remember that a wagon has wheels. While there is a place for mnemonics in teaching young children, the use of mnemonics should be based on the uniqueness of the child, the material to be learned, and the purpos for learning it. It seems wise to concentrate on good learning strategies, which are good memory devices, rather than on complex and ambiguous mnemonic devices. Mnemonics well used, however, help and encourage children to create their own memory devices, which, course, are easier to remember. (RH)

Friend, Shelley A.
Sexual Exploitation of Children and Youth. Human Resources Series.
National Conference of State Legislatures, Washington, D.C.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTIONS- *Adolescents; *Child Abuse; *Children; Community Programs; Federal Legislation; *Government Role; *Social Problems; State Programs
IDENTIFIERS- *Child Pornography; Georgia; Protection Children Sexual Exploitation Act 1977; Sexual Abuse; *Teenage Prostitution

This issue brief explores the problem of child pornography and teenage prostitution and examines some of the strategies federal, state, and local governments employ to address these social problems. After a brief review of Congressional actions and Supreme Court decisions, state statutes affecting pornography and prostitution are reviewed, and innovative state approaches (including Georgia's comprehensive legislative package for combating pornography) are described. Options state legislators might consider when reviewing legislative initiatives are listed. These concern various ways of strengthening and clarifying laws, solving evidentiary questions, and making administrative changes. In conclusion, programs addressing the specific needs of young victims of sexual exploitation are discussed. (RH)

ED 238 575 PS 014 073

ED 238 634 RC 014 503

Conboy, Ian

Two-Way Radio in Schools (or, The Loneliness of the Long Distance Learner). An Evaluation of a High Frequency Short Wave, Two-Way Radio Trial.

Victoria Education Dept. (Australia).

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Correspondence Schools; *Distance Education;

*Educational Radio; Educational Resources; Educational Technology; Foreign Countries; Program Evaluation; *Rural Areas; Secondary Education; Socialization; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia (Victoria); School of the Air (Australia); *Short Wave Radios; Two Way Communication; Victorian Country Education Project (Australia)

The Country Education Project in Victoria, Australia, tested the use of two-way radios to bring educational resources to isolated children studying correspondence courses in small rural high schools and to increase interaction among rural schools. Eight rural Victoria schools and the Secondary Correspondence School in Melbourne used two-way high-frequency short wave radio transceivers for 18 months. Data were collected from log books, observation interviews, and questionnaires completed by 11 rural teachers, 22 Correspondence School teacher/supervisors, and 38 students. The Correspondence School teachers used the system an average of 25-30 times per month for curriculum meetings and tutorial sessions averaging 15-30 minutes in length. The subjects taught most frequently by radio were French, legal studies, art, politics, and Italian. Students used the system for formal subject meetings and for informal socializing. Rural teachers sometimes used the radios for meetings with neighboring schools. All users were enthusiastic about the radio system and felt it improved subject understanding. Although it increased their workload, teachers felt the system allowed more in-depth treatment of some subjects and easier advisement, motivation, and diagnostic and remedial work. Respondents noted problems with reception, scheduling, and the lack of accompanying visual information, but most participating schools have purchased the cost effective equipment. (SB)

ED 238 662 RC 014 541

Scollon, Suzanne Bau Kam
Professional Development Seminar: A Model for Making Higher Education More Culturally Sensitive.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Alaska Natives; American Indian Education; *Classroom Communication; Classroom Environment; Classroom Techniques; Cultural Differences; Cultural Influences; Equal Education; Higher Education; Instructional Improvement; *Multicultural Education; Preservice Teacher Education; Role Perception; Student Attitudes; Student Participation; *Student Teacher Relationship; Teacher Attitudes; Teacher Educators; Teacher Role; *Teaching Styles; Whites
IDENTIFIERS- *University of Alaska

A weekly professional development seminar, designed to help University of Alaska education professors (four White, one Alaska Native) become more culturally sensitive in multicultural classrooms and discover ways teaching may construct barriers to participation by Alaska Native students, was supplemented by videotapes of participants' teaching behaviors and by student opinions, obtained by third-party observers. Factors affecting class participation were instructors' expectations, relationship between instructors and students, professors' efforts to increase reticent students' participation, domination of class discussion by a few individuals, attitudes of respect for elders and teachers, spatial arrangements of classrooms, eye contact, and different values held by different Native groups. Use of problematic words, intonation and non-verbal cues, and students' and professors' different expectations were involved in role distancing. Concerning logic of presentation, professors generally liked to begin with theory, while students wanted narratives of specific cases and often considered that professors were failing to get to the point. Study of classroom rhythm showed that Native students were slower to raise their hands to enter discussion than were White, urban students, and were often not called on. Obvious seminar results were professors' increased sense of humility and awareness/appreciation of different assumptions about approaches to teaching. (MH)

ED 238 709 SE 043 685

Shaklee, Harriet; And Others
Training for Improved Covariation Judgment.

Iowa Univ., Iowa City. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-G-80-0091
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Elementary Secondary Education; Evaluative Thinking; Individual Differences; *Learning; Mathematical Concepts; *Mathematics Education; Prediction; *Probability; Problem Solving; *Psychological Studies; *Speeches
IDENTIFIERS- *Mathematics Education Research; Rule Learning

Four strategies used in judgment patterns were explored. Problem sets in which each solution strategy produces a unique solution pattern are depicted. Several experiments had been conducted using rules in this way with subjects from grade 4 through college. Problems were set in the context of concrete events which could be related, and subjects were asked about the relative likelihood of ar outcome. A strong developmental trend was found, with students usin increasingly sophisticated rules with increasing age. Current efforts are focused on trying to account for trends, noting knowledge differences between age groups that may be implicated in the differences in rule use. An experiment to train seven-year olds to use the a-versus-b rule is described; this was successful. Next, students in grades 4, 5, 7, 8 were trained to use the sum-of-diagonals rule, again successfully. (MNS)

ED 238 754 SO 015 127

Dalton, William Edward

City Planning Unit: Grade 6.
PUB DATE- 80
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Awards; *City Government; Community Study; Course Content; *Economics Education; Educational Finance; Elections; Employment Problems; Grade 6; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Lesson Plans; Nuclear Power Plants; Politics; Pollution; Program Descriptions; Program Evaluation; *Relevance (Education); *Student Projects; Teacher Developed Materials; Transportation; Urban Improvement; *Urban Planning

Described is a project designed to make government lessons and economics more appealing to sixth-grade students by having them set up and run a model city. General preparation procedures and set-up of the project, specific lesson plans, additional activities, and project evaluation are examined. An actual 3-dimensional model city was set up on three 8-foot tables. A monetary system was developed. Within the city, each child assumed his or her role as a property owner, worker, and head of a family. From among their peers, students elected a city council and a mayor. The role of "fate" was played by the teacher. Specific lessons--for which objectives, materials needed, specific teaching procedures, and teacher notes describing what happened when the lesson was implemented are outlined--dealt with the following topics: transportation, funding education, trying to prevent a factory closing through the formation of a corporation, electing new council persons and a new mayor, pollution, nuclear power, and redevelopment. Interdisciplinary activities in which the students were involved included writing essays, writing newspaper articles, and designing buildings. Project evaluation procedures included student observation, quizzes, and an essay test. (RM)

ED 238 769 SO 015 202

Hepburn, Mary A., Ed.

Democratic Education in Schools and Classrooms. National Council for the Social Studies Bulletin No. 70.

National Council for the Social Studies, Washington, D.C.

REPORT NO.- ISBN-0-87986-046-4
PUB DATE- 83
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC ($10.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- Administrator Role; Case Studies; Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; Democracy; *Democratic Values; *Educational Environment; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Models; Political Attitudes; Political Influences; Political Socialization; *Relevance (Education); Resource Materials; *School Role; Social Attitudes; Social Influences; Teacher Role

This bulletin of the National Council for the Social Studies (NCSS) sets forth the philosophic grounds for democratizing schools and the evidence from research as to why this task should be undertaken. In the first part of the booklet, a brief NCSS position statement indicates that schools should practice democracy and be able to instruct through modeling. Further, the statement stresses that what is taught from textbooks about the advantages of democracy should be exhibited within the school and that the school experience should provide young people with an immediate example of a democratic system so that they can feel the effects of democracy. Various chapters describe how individual teachers can restructure their classes and ways in which entire schools have been successful in increasing student participation in decision making. Chapter 1 discusses why educators should be concerned. The second chapter looks at research evidence which says that schools, teachers, and administrators can make a difference. Chapter 3 examines 7 examples of schools with democratic learning environments. How democratic experiences can be promoted in the classroom is explained in the fourth chapter, and practical examples are provided in Chapter 5. Chapter 6 contains a case study of the citizenship experiences of one high school. Resources for teachers and administrators are provided in the concluding chapter. An index is provided. (RM)

Maxey, Phyllis F.; Kraemer, Karen D.

Disputes in the Workplace: Management vs. Labor. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Business Communication; Business Responsibility; Collective Bargaining; *Conflict Resolution; Employment Problems; Government Role; Grievance Procedures; History; Instructional Materials; Labor; *Labor Demands; Labor Problems; *Labor Relations; Labor Standards; Learning Activities; Public Agencies; Secondary Education; Simulation; *Unions; Units of Study

One of a series of units designed to help secondary students understand business issues, this packet focuses on the role of organized labor in the business world. Teacher and student materials are provided in two separate sections. The teacher's guide contains five detailed lesson plans, suggestions for follow-up activities, definitions of important terms, background readings and handouts for a student simulation. Following an introductory reading on disputes in the workplace, the student materials include a preassessment survey of economic knowledge, a simulation based on the J. P. Stevens labor dispute, and readings on labor history, collective bargaining, business techniques for dealing with the unions, and innovative labor relations in American, Swedish, and Japanese automobile industries. A vocabulary worksheet reviews major terms introduced in the unit. (LP)

ED 238 829 SP 022 589

Interpersonal Relations and Conflict Resolution.

Piedmont City Unified School District, CA.

PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; *Conflict Resolution; Demonstratio Programs; Discipline Problems; Elementary Education; Group Activities; *Interpersonal Relationship; Playgrounds; Principals; *Problem Solving; Program Descriptions; Role Playing; Student Leadership; *Student Responsibility
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: This year we initiated a program to assist students with conflict resolution and problem-solving. The program has two components. Each month the principal holds a class meeting with students in grades 2-5, one grade at a time. Since we have 2 classes for each grade, the principal meets in a large, comfortable room with the 2 classes for about 20 minutes. During that time a problem situation is described, or a story exemplifying a relevant issue is read, and the children discuss the situation and/or role play problems and resolutions. Situations come from a variety of sources: actual school incidents, multicultural books, magic circle, and from the children themselves. The second component of the program involves the training of 6 teams of 2 fourth and/or fifth graders in the resolution of conflicts on the yard. These students are called conflict helpers and take youngsters in conflict through a 5-step problem-solving process: (1) 2 students state the problem; (2) 1 states who is involved; (3) 1 or 2 state why the problem exists; (4) those involved brainstorm a list of solutions; and (5) one solution is agreed upon. The conflict helpers do not impose a solution, rather they help those involved come up with their own solution. At the beginning of the year, the entire school was introduced to this concept and process in an assembly. So far recess discipline problems over conflicts have been significantly reduced both in referrals to teachers and referrals to the principal. In addition, children are learning valuable problem-solving techniques so they can resolve their own conflicts. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 238 592 PS 014 129

Williams, Connie K.
The Theories of Piaget and Vygotsky concerning the Relationship between Thought and Language.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Children; *Cognitive Ability; Comparative Analysis; *Language Acquisition; Theories
IDENTIFIERS- *Piagetian Theory; *Vygotsky (Lev S)

Differences in the theories of Piaget and Vygotsky concerning the relationship between thought and language are briefly described. Basically, Piaget's position is summarized as follows: the child's use of language is determined by the developmental level of his or her cognitive structures. Vygotsky's position is also summarized: operative thought in the child is closely integrated with linguistic experience and does in fact depend on language for its development. (RH)

ED 238 620 RC 014 486

Pollack, Susan L.; Jackson, William R., Jr.
The Hired Farm Working Force of 1981.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AER-507
PUB DATE- Nov 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- Age Differences; *Agricultural Laborers; Blacks; Census Figures; Demography; Educational Attainment; Employed Women; *Employment Patterns; *Employment Statistics; Ethnic Groups; *Farm Labor; Geographic Distribution; Hispanic Americans; Labor Force; *Migrant Workers; Place of Residence; Seasonal Laborers; Sex Differences; *Socioeconomic Background; Wages; Whites; Worker Days

The report presents data on the demographic, social, and economic characteristics of the approximately 2.5 million persons 14 years old and over who did hired farmwork during 1981. Data from a survey conducted by the Bureau of the Census included each state and the District of Columbia but not Puerto Rico or other United States territories. In 1981, most farmworkers were under 25 (55%), white (73%), and male (77%). Hispanics comprised 13% of the workers; blacks and others, 14%. Workers averaged 98 days of farmwork; earned an average $4,299 annually, of which $2,659 resulted from farmwork; and had a median education of 11 years (7.1 years for Hispanics, 9.6 years for blacks, 11.7 years for whites). Demographic data indicated that at survey time, most farmworkers were in the South (40%) and the North-Central Region (28%). Migrant laborers, 75% of whom were white, accounted for 5% of hired farmworkers, a decline from recent years. Since 1971, the number of farmworkers between ages 18 and 44 increased, the number between ages 14 and 17 decreased, and the number of days spent at farm work increased. Statistical tables present racial/ethnic characteristics, farmwork duration, demographic and employment characteristics, and farm and nonfarm earnings. (SB)

ED 238 648 RC 014 522

Priebe, John A.; And Others

Detailed Occupation and Years of School Completed by Age, for the Civilian Labor Force by Sex, Race, and Spanish Origin: 1980 Census of Population Supplementary Report.

Bureau of the Census (DOC), Suitland, Md. Population Div.

SPONS. AGENCY- Department of Commerce, Washington, D.C.
REPORT NO.- PC80-S1-8
PUB DATE- Mar 83
AVAILABLE FROM- Superintendent of Documents, U.S. Printing Office, Washington, D. C. 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130)
DESCRIPTIONS- *Age Differences; Alaska Natives; American Indians; Asian Americans; Blacks; *Census Figures; *Educational Status Comparison; Employment Statistics; Ethnic Groups; *Hispanic Americans; *Labor Force; Occupational Clusters; Pacific Americans; *Sex Differences; Tables (Data); Whites
IDENTIFIERS- *United States Census 1980

The report presents tabular data on occupation and years of school completed by age for the civilian labor force, by sex, race and Spanish origin, obtained from the 1980 Census/Equal Employment Opportunity (EEO) Special File. All tables list males and females separately for each category. Table 1 lists totals for 613 labor force categories, then Spanish origin workers in that category, then workers not of Spanish origin (White; Black; American Indian, Eskimo, and Aleut; Asian and Pacific Islander; and Others, e.g., such write-in Census entries as Eurasian, Mexican, Cuban, and Puerto Rican). For example, under Spanish origin, Table 1 shows 146 male and 34 female legislators, 9,548 male and 7,191 female postsecondary teachers, and 32,032 male and 74,280 female teachers other than postsecondary. Table 2 lists data for the 613 occupational categories, with columns for totals and each non-Spanish origin group. Table 3 shows years of school completed in 8 age ranges (from 16 to over 70 years) with columns for totals, Spanish origin people, and each non-Spanish origin group. Table 4 presents data for the same age ranges and years of schooling categories in columns for totals and the non-Spanish origin groups. (MH)

ED 238 470 JC 830 553

Delhomme, Suzanne
Standard First Aid & Personal Safety, 220.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; *Course Content; Course Descriptions; *Course Objectives; Emergency Medical Technicians; *First Aid; *Health Education; Health Personnel; Learning Activities; Postsecondary Education

A description is provided of "Standard First Aid and Personal Safety," a required general studies course for first- or second-year health education students. The first sections present descriptive information on curricular placement of the course, time assignments, and targeted student populations; a glossary of terms; an overview of course content including long-range goals and objectives; and lists of course units and materials of instruction. Next, the course description indicates the content of the eight course units: (1) introduction to first aid and shock; (2) respiratory failure and artificial respiration; (3) choking and wounds; (4) poison and specific injuries; (5) burns, dressings, and bandages; (6) bone and joint injuries; (7) emergency rescue and short-distance transfer; and (8) comprehensive skill examination and written examination. For each unit, the description includes goals and objectives, planned activities, reading assignments, and sample test items. The final section includes student evaluation and course revision procedures. (HB)

ED 238 471 JC 830 556

ED 238 607 RC 014 326

Iskander, Anwas; And Others
The Learning Fund: Income Generation through NFE. Technical Note No. 22.
Massachusetts Univ., Amherst. Center for International Education.

SPONS. AGENCY- Ministry of Education and Culture (Indonesia).; World Bank, Washington, D. C.
REPORT NO.- ISBN-0-932288-68-5
PUB DATE- 82
AVAILABLE FROM- Center for International Education; 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Agency Cooperation; *Business Skills; Coordination; Educational Philosophy; *Entrepreneurship; Foreign Countries; Guidelines; *Nonformal Education; Organization; *Program Design; Program Evaluation; Rural Education; Skill Development; *Small Businesses; Staff Development; Youth; Youth Programs
IDENTIFIERS- *Community Based Education; *Income Generation; Indonesia

The Learning Fund Program sponsored by PENMAS, the Indonesian Directorate of Community Education, successfully uses community-based learning activities to promote entrepreneurship and managerial skills among Indonesia's rural poor. Currently, the program integrates the learning, financial, and equipment resources necessary to help over 5,400 small groups of uneducated and underemployed people between the ages of 12 and 45 start or expand small-scale productive activities involving cottage industries, skilled trades, or agricultural projects. PENMAS selects the recipients of assistance based on the groups' organization, leaders, plans, business activities, and cooperative structure. In addition to financial assistance, the program provides materials development, staff training, interagency coordination, and evaluation and monitoring. Fieldworkers teach basic managerial skills and attitudes by helping recipients clarify existing resources, needs, and interests, and by introducing bookkeeping procedures, production plans, capital management, and personnel administration according to the group's needs. PENMAS either provides learning and financial support concurrently to new groups and organizes ventures to use their skills or assists small groups in their existing enterprises. Both implementation models have advantages and disadvantages. Guidelines for program implementation are included to help other nonformal education policy makers and practitioners in similar small business and income-generating activities. (SB)

ED 238 679 SE 041 774

Genes and Surroundings. Student's Guide.
Biological Sciences Curriculum Study, Colorado Springs, CO. Center for Education in Human and Medical Genetics.
SPONS. AGENCY- Health Services Administration (DHHS/PHS), Rockville, MD.
REPORT NO.- ISBN-0-8403-3065-0
PUB DATE- 83
AVAILABLE FROM- Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Activity Units; Aging (Individuals); Biology; Discussion (Teaching Technique); Environmental Influences; *Genetics; *Heredity; *Individual Differences; Instructional Materials; Junior High Schools; Middle Schools; *Science Activities; Science Instruction; Secondary School Science
IDENTIFIERS- Chromosomes; PF Project

This activity unit on human and medical genetics for junior high and middle school students emphasizes variability and diversity in genetics. Twenty-five activities are organized into five sections: (1) individual differences among human beings; (2) causes of similarities and differences among humans and between generations; (3) variety in living things and ways in which people are alike; (4) changes caused by aging; and (5) effects of the environment on humans. Each activity includes a list of materials needed,

directions for completing the activity, questions for discussion, suggestions for further exploration, and a self quiz. (DC)

ED 238 844 SP 023 474

Jenkins, Joseph R.; Jenkins, Linda M.
Peer and Cross-Age Tutoring.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Techniques; *Cross Age Teaching; Higher Education; Individual Instruction; *Learning Disabilities; Mainstreaming; Mastery Learning; *Peer Teaching; Preservice Teacher Education; *Program Improvement; Student Motivation; *Teacher Education Programs; Teacher Effectiveness; Time on Task; *Tutorial Programs

Designed for use by teacher educators, this module provides a framework for examining current practice in training preservice teachers to deal with slow learners in the regular classroom. The focus is on establishing peer and cross-age tutoring programs. A rationale for tutoring is given by describing the relation between academic engaged time and achievement. The major differences between tutoring and group instruction and the effects of tutoring on achievement are discussed as well as the cost effectiveness of tutoring. The following components of an effective tutoring program are discussed: (1) structured lesson format; (2) instructional content; (3) mastery learning; (4) measurement of performance; (5) tutor training; (6) frequency and duration of tutoring; and (7) supervision of tutoring. The benefits of tutoring for the tutor are explained. A rating scale is included by which a teacher educator can assess the degree to which the knowledge and practices identified in the module are prevalent in the existing teacher training program. Appendixes include sample structured lesson formats for specific subjects. (JD)

ED 238 860 SP 023 589

Characteristics of Professional Staff in California Public Schools, 1982-83.

California State Dept. of Education, Sacramento.

PUB DATE- 83
AVAILABLE FROM- Publication Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Age; Educational Background; Elementary Secondary Education; Ethnicity; *Individual Characteristics; *Public Schools; Salaries; School Districts; *School Personnel; Sex; Statistical Distributions; Work Experience
IDENTIFIERS- *California

Statistical tables present information on characteristics of professional staff members in public elementary and secondary education in California. Included are certified personnel employed full or part time, and noncertified personnel serving in supervisory positions. The professional staff characteristics listed are racial or ethnic group, gender, highest educational level, type of appointment, age, years of experience in the district, total years of educational service, and salary. (JD)

ED 238 485 JC 840 013

Career and Educational Interests of Johnson County High School Students, Spring 1983.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Bound Students; College Choice; *Community Colleges; *Educational Attitudes; High Schools; *High School Students; Questionnaires; School Surveys; Student Characteristics; *Student Educational Objectives; *Student Interests; *Vocational Interests
IDENTIFIERS- *Kansas (Johnson County)

In spring 1983, a joint research project was conducted by representatives of all public school districts and the community college in Johnson County to determine the career and educational interests of the county's high school students. The Career and Educational Interest Survey was administered to 8,127 tenth, eleventh, and twelfth grade students in all of Johnson County's high schools. Study findings, based on a sample of 68% of the county's 12,000 high school students, revealed: (1) 57.4% of the students viewed the major benefit of attending high school as to prepare for college, and 31.7% as a general education to prepare for life; (2) students showed greatest interest in data processing/computer programming, auto mechanics, electronics, and fashion merchandising programs; (3) nearly 80% of the responding students had future plans that included some type of education--57% of these intended to attend a four-year college or university and 12% a two-year college; (4) 32.5% of all responding students indicated an interest in business occupations, 21.8% were interested in engineering/technical fields, and 16.5% in social or human services; and (5) the most important college characteristics were seen to be high quality teaching, and a wide range of academic courses. The survey instrument is appended. (HB)

ED 238 500 JC 840 032

Graduate Placement Report, 1983. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Graduates; Education Work Relationship; *Employment Patterns; Extension Education; Migration; Salaries; State Colleges; State Surveys; *Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *New Hampshire

The New Hampshire Technical Institute (NHTI) and the six New Hampshire Vocational-Technical Colleges (NHVTC) offer collegiate education preparing individuals for direct employment in business, industry, health, and service-related fields. At the completion of the 1982-83 academic year, 1,029 students had graduated from 44 different programs offered by the college/institute system. As of November 1, 1983, 94% of the graduates had been satisfactorily placed; i.e., 76.5% were employed full-time, 3% were employed part-time, 7.5% were continuing their education, and 1% had joined the armed forces. Of the employed graduates, 95% were working in a job directly or closely related to their college program, and many had been placed as a result of the lifetime placement service provided by each institution. Graduates continued to show a preference for attending college, working, and living in New Hampshire, with 91% of the employed graduates working in the state. Working graduates earned an average annual salary of $13,533. The bulk of the report consists of tables providing placement data separately for NHTI and NHVTC graduates. A section on the degree programs and adult education and apprenticeship courses offered through the system's extension services, and a list of employers who interviewed NHTI/NHVTC graduates are also included. (LA

ED 238 528 PS 013 633

Butt, David
The Parent Workshop. Communication Skills. PCRP Fall 1983 Working Edition.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communication Skills; Learning Activities; Parent Child Relationship; *Parent Education; *Parent Workshops; *Preschool Children; Preschool Education; Story Reading; Teaching Guides; Verbal Communication
IDENTIFIERS- PF Project

These parent workshop materials are designed to clarify fundamental issues and relationships pertaining to parents and literacy development in children. The workshop structure provides an opportunity for parents of preschoolers to contribute to growth in conversation and to help in the development of literacy skills. Arranged into five sessions, session 1 instructs leaders on planning and setting the tone for the workshops. In sessions 2 and 3 parents share their reactions to the assignment, analyze their observations, and learn new ways of responding to children. Sample transcriptions are provided to illustrate what can happen when an adult consciously uses conversational responses to extend, clarify, and share in the child's point of view. Session 4 focuses on reading with children. Parents are asked to complete an assignment in which they are given an opportunity to observe systematically and participate in the story making process. In the final section, parents analyze their stories with respect to: (1) reading a story, (2) identifying the story elements, (3) the child's mastery of the story, and (4) suggested strategies the parent might employ to encourage further development. (LH)

ED 238 543 PS 013 995

Saarni, Carolyn
Socialization of Affect: Effects of Parent Attitudes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; Age Differences; *Childhood Attitudes; Decision Making; Elementary Education; *Elementary School Students; *Emotional Development; Expectation; *Parent Influence; Social Environment; *Socialization
IDENTIFIERS- Justification (Psychology)

Children's beliefs about why affective expressive behavior should be dissociated from internal state were elicited via a structured interview and investigated in conjunction with their parents' (1) attitudes toward children's expressive behavior, (2) perceptions of their own self-monitoring, and (3) perceptions of their families' "social climate." Participating were 32 children in the second, fifth, and eighth grades of an urban west coast parochial school. Children, distributed approximately equally by age and sex, responded to four photographed scenarios of conflicts in which a depicted child could respond with a facial expression that was discrepant from internal affect. This procedure previously had yielded significant age differences in reasoning about the dissociation of affect and expressive behavior. In addition, children were asked about the justification for regulating expressive behavior, the interpersonal consequences of regulation, and the ways they balanced showing or not showing real feeling. The children's parents responded to the Parent Attitude toward Child Expressiveness Scale, to Snyder's Self-Monitoring Scale, and to Moos' Family Environment Scale. Data were analyzed by means of stepwise regression analyses for each of the three child variables. As expected, age was found to be signifiantly related to all of the three variables. Additional results indicated the effect of maternal and paternal attitudes on children's beliefs. (RH)

ED 238 558 PS 014 027

Study of Teacher Practices of Parent Involvement: Results from Surveys of Teachers and Parents. Summary.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization o Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Grade 1; Grade 3; Grade 5; Motivation Techniques; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; School Surveys; *Teacher Attitudes; Teacher Influence

To investigate teachers' parent involvement practices and their effect on children, a study of teachers and parents of students in the first, third, and fifth grades was conducted in 82 elementary schools across 16 school districts in Maryland. A total of 36 teachers who strongly emphasized parent involvement in home activities and 46 teachers who did not were surveyed about their attitudes toward, and techniques for, promoting involvement and about factors they perceived as influencing parent participation. Teachers in different school districts emphasized different types o parent involvement. Urban teachers used home learning techniques an conducted more workshops for parents at school. Suburban teachers frequently used parents as classroom volunteers. Rural teachers conducted more home visits. Responding to questionnaires, most parents indicated they were never involved at school; a large percentage of parents did not receive basic, traditional communications from school to home, such as notes, conversations, phone calls, or conferences with teachers. Parents' experience with techniques teachers use to involve parents in learning activities with their children at home was found to vary from frequent interaction with specified learning activities to no involvement. Findings suggest that optimal programs for parents result from teachers' frequent involvement of parents in learning activities at home. (BJD)

ED 238 593 PS 014 135

Junn, Ellen; Sugarman, Susan
Young Children's Reasoning and Recall in an Object Manipulation Task
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Cognitive Ability; *Cognitive Development; Cognitive Processes; *Infants; *Logical Thinking; *Memory; Nonverbal Tests; *Preschool Children; Preschool Education; Problem Solving

A study investigated developments in reasoning and memory as reflected by the discovery strategies of children taking part in a manipulative categorization and recall task. A total of 40 children (8 each of 18, 24, 30, 36, and 42 months of age) participated. Stimulus materials consisting of blocks, toy plates, discs, and plastic trees were presented to subjects in two phases: a presentation and a test phase. The presentation phase involved play and discovery of items tagged with stickers depicting apples. The test phase involved a direct search for tagged items. Every move a child made to check an item for a sticker was transcribed and analyzed. Children from 18 to 42 months of age located tagged items in fewer moves in the test phase than they did in the presentation phase. Older children, in contrast to younger, conducted class-consistent searches, a phenomenon suggesting the possibility of rule use. Compared with younger children, older children in the

ED 238 695 SE 043 670

Hartmann, Lawrence A., Comp.
Directory of Interpretive Curricula in the United States and Canada.
Forest Service (DOA), Washington, D.C.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- College Curriculum; *Course Descriptions; *Educational Facilities; *Environmental Education; Higher Education; *Natural Resources; Nature Centers; *Outdoor Education; *Program Descriptions; Recreation; Resource Centers; Science Education; Textbooks; Training Methods
IDENTIFIERS- Canada; Interpretation (Environmental); United States

Provided in this document is an alphabetical listing of colleges and universities in the United States (by state) and Canada (Alberta and Ontario) offering classes and/or a curriculum in environmental interpretation. Detailed descriptions of these classes and/or curricula and a bibliography of course textbooks are also provided. In addition, descriptions of interpretative facilities (if any) are included. The document is designed to aid: interpretation students in selecting an appropriate school; school counselors in guiding their students; interpretation educators in becoming more aware of course content and techniques used by their colleagues; and professional interpreters in locating nearby resource personnel. (JN)

ED 238 725 SE 043 746

Wotring, Anne Miller; Tierney, Robert
Two Studies of Writing in High School Science. Classroom Research Study No. 5.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Biology; *Chemistry; Classroom Research; Comprehension; High Schools; Learning; Science Education; *Science Instruction; *Secondary School Science; *Writing (Composition)
IDENTIFIERS- Science Education Research

Presented are two studies examining effects of using expressive writing in the science classroom. The first study, "Writing to Think About High School Chemistry," was conducted by a high school English teacher who enrolled in a high school chemistry course. The course was typical with the exception that students were encouraged to keep a journal in which they were to write whatever they wished, or whenever they were confused or the teacher thought they had gone over difficult material. Analysis of three student journals (including the author's) indicates that writing provoked these students to reflect on their own thoughts, take responsibility for their own learning, and begin to raise and answer their own questions. The second study, "Using Expressive Writing to Teach Biology," examined use of writing assignments (reading logs, notes, practice essays, summaries) in two high school biology classes. It was predicted that writing encourages students to think about subject matter and to discover and clarify points of confusion. Although posttests showed generally similar levels of achievement for experimental (N=69) and control (N=67) groups, the experimental group appeared to do better on the delayed posttests. Statistical analyses were not reported. (JN)

ED 238 740 SO 014 860

George Washington: The Life and Legend. Reading and Thinking Skills Activities Grades 5-9.

Washington National Insurance Co., Evanston, IL.

PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Colonial History (United States); History Instruction; Intermediate Grades; Junior High Schools; Language Arts; Learning Activities; *Presidents; Reading Skills; Skill Development; Social Studies; Tests; Units of Study; Worksheets
IDENTIFIERS- Personal Experiences; PF Project; United States; *Washington (George)

Designed to be used as a part of social studies, history, or language arts programs in grades 5-9, this teacher's guide gives background information, lesson plans, and suggested additional activities for teaching about the life of George Washington. The six activities are meant to be used in a sequence as a unit but they can be easily adapted for use in many classroom situations. The units center around the following themes: (1) George Washington's occupational experiences, (2) his personal and public life, (3) his early life in preparation for the presidency, and (4) the geographical background of his life. Activities 5 and 6 include quizzes to summarize and reinforce information gained in activities 1-4. Following the activities are 15 illustrations providing additional information about interesting and little known events in the life of George Washington. The final section provides samples of activity sheets to accompany the units. (LH)

ED 238 785 SO 015 322

Reifsnyder, Betsy
A Legislative History of the Equal Rights Amendment in the United States Congress.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Constitutional History; *Constitutional Law; *Legislation; Political Issues; United States History
IDENTIFIERS- Congress 91st; Congress 92nd; Congress 95th; *Congressional Bills; *Equal Rights Amendment

Arranged in three sections, this paper summarizes Congressional action pertaining to the proposed Equal Rights Amendment (ERA) from the bill's introduction in 1969 to its defeat in 1982. Part 1, an introduction, provides a brief overview of the legislative process and explains how to obtain cited publications for further reference. Part 2 includes a copy of the text of the ERA and a chronological outline of the major actions of the 91st, 92nd, and 95th Congresses relating to the amendment. These Congressional sessions, covering the years 1969/70, 1971/72, and 1977/78 respectively, are each subdivided into separate outlines of House and Senate activity. A flowchart is included on each session to provide visual impressions of complicated ERA-related activity. Paragraph summaries and a map of the final state ratification situation are also provided. The final part (appendices) contains a list of abbreviations and indexes of congresspersons and congressional legislation referred to in this paper. (LP)

ED 238 801 SO 015 346

Weiss, Edwin T., Jr.; Sturm, Rebecca
Geography Textbooks: What Gets Chosen Where.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational History; Educational Research; Geographic Location; *Geography Instruction; Political Influences; Secondary Education; *State Standards; Textbook Content; Textbook Research; *Textbooks; *Textbook Selection
IDENTIFIERS- *State Textbook Adoption Policies

In July, 1982, letters were sent to the social studies coordinators in all 50 states requesting a list of high school geography texts approved for use in those states and information on the selection process used. The response rate was 100%. Information acquired from the 20 states that have statewide adoption policies constitute the basis of this paper. The most striking study result was the spatial pattern of states that have state adoption policies. They are almost all in the South or Mountain West. With the exception of Indiana, no state in the Midwest, plains, or Northeast has a statewide adoption policy. Reasons for having statewide adoption might include lack of confidence in local leadership or social and political conservatism. It was also found that large textbook adopting states, especially Texas, have little influence on the current adoption policies of geography texts in other states. The textbooks chosen by the adoption states consistently followed what can be considered the traditional world regional geography format. These texts are listed, along with the name of the publishing company, their publication date, and the number and the names of the states which have adopted them. (RM)

ED 238 875 SP 023 648

Picus, Larry; And Others
Teaching Problem Solving: A Research Synthesis.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; Comprehension; Concept Formation; Educational Research; Elementary Secondary Education; Knowledge Level; *Problem Solving; Skill Development; *Student Motivation; *Teacher Effectiveness; *Teaching Methods; Transfer of Training

This research synthesis identifies a number of important concepts regarding the teaching of problem solving skills to students in grades K-12. Studies investigated what problem solving skills are and whether they can be taught, as well as how problem solving can be organized in the curriculum and how it should be taught. Major findings from the research base include: (1) Students can learn to be better problem solvers through exposure to focused instruction; (2) Direct teaching of problem solving strategies improves problem solving skills in students; (3) Problem solving competence requires a knowledge base in the content area in which problems are posed; (4) Problem solving objectives are best taught through integration with existing curricula; (5) Transfer and use of problem solving strategies appears more likely when problems used in instruction are like those that will be routinely encountered later; (6) Successful instruction requires attention to student motivation, content knowledge, and problem solving skills and strategies; and (7) Effective instructional practices identified in this synthesis are consistent with the findings derived from the effective schooling research base. (JD)

Freedman, Gertrude J.; Wallach, Lorraine B.
Training in Administration and Staff Development.
Erikson Inst. for Advanced Study in Child Development, Chicago, IL.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 81
AVAILABLE FROM- Erikson Institute, 233 North Michigan, 2200, Chicag
IL 60601 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Administrator Education; Child Development; *Day Car
Early Childhood Education; *Educational Assessment; *Graduate
Students; Higher Education; *Program Implementation; *Staff
Development

Resulting from the Advanced Training for Child Care Administrator project (ATCCA), this manual serves to promote, in similar projects training in administration and staff development in the areas of child development, education, or social work. Section 1 describes the rationale, goals, expectations, responsibilities, and participant selection that should be considered prior to implementing a program. Section 2 outlines three stages of program development: starting the program, working in the program, and assessing the program. Final comments regarding flexible use of the manual and training for the project are included. The ATCCA preliminary observation form, data sheet, contact worksheet, and training agreement are appended. (BJD)

ED 238 635 RC 014 504

Voth, Donald E.; And Others
Estimating the Effects of Community Resource Development Upon County Quality of Life.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Mississippi State Univ., State College. Cooperative Extension Service.; Southern Rural Development Center, Mississippi State, Miss.
REPORT NO.- SRDC-60
PUB DATE- Dec 83
GRANT- 80-CRSR-2-0627
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attendance; Community Development; Economic Development; Educational Finance; Industry; Job Training; Migration; Migration Patterns; *Models; *Program Evaluation; *Quality of Life; Records (Forms); *Research Methodology; Rural Development; School District Spending; Social Services; Socioeconomic Status; Unemployment; Youth
IDENTIFIERS- Arkansas; *Community Resource Development Projects; *Counties; Impact Studies

The book is the final report of an effort to estimate the impact of Community Resource Development (CRD) programs of the late 1950's and 1960's on the quality of life in Arkansas counties. It details an estimation model developed by researchers using specially designed statistical procedures. The report also describes the data taken from CRD records and state and census records for 73 Arkansas counties classified as non-metropolitan in 1960, and explains six quality of life construots used in the estimation: socioeconomic status, level of business and manufacturing activity, unemployment, youth out-migration, school attendance, and education expenditures. The report indicates that the negative and sometimes surprising findings may be the result of measurement or data validity problems but suggests four more likely explanations: that CRD activity did not have significant positive effects on economic and employment activity, that job training and economic development actitivities actually increased out-migration and unemployment, that objectives especially in the area of social services were achieved at least in part, and that two major shortcomings existed with the model. Appendices include report copies, a master coding form, a list of counties studied, and a description of CRD projects recorded in each category. (SB)

ED 238 710 SE 043 686

Wasserman, Edward A.; Shaklee, Harriet
Judging Response-Outcome Relations: The Role of Response-Outcome Contingency, Outcome Probability, and Method of Information Presentation.
Iowa Univ., Iowa City. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-G-80-0091
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; *Evaluative

Thinking; Higher Education; *Learning; Mathematical Concepts; *Probability; Problem Solving; *Psychological Studies

Four experiments investigated college students' judgments of inter-event contingency. Subjects were asked to judge the effect of a discrete response (tapping a wire) on the occurrence of a brief outcome (a radio's buzzing). Pairings of the possible event-state combinations were presented in a summary table, an unbroken time line, or a broken time line format. Subjects judged the extent to which the response caused the outcome or prevented it from occurring. Across all methods of information presentation, judgments were a positive function of response-outcome contingency and outcome probability. In the unbroken time line condition, judgments of negative response-outcome contingencies were less extreme than judgments of equivalent positive contingencies. Judgments of positive and negative relationships were generally symmetrical in the summary table condition. Summary table judgments were less influenced by the overall probability of outcome occurrence. These judgment differences among format conditions suggest that, depending on the method of information presentation, subjects differently partition event sequences into discrete event pairings. (Author/MNS)

ED 238 755 SO 015 128

Kessler, Jan
Learning Economics through Creating a Country: A Fifth Grade Unit.
Fort Smith School District, AR.

PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Agriculture; *Economics Education; Foreign Countries; Grade 5; Industry; Intermediate Grades; International Trade; Learning Activities; Program Descriptions; *Simulation; Teaching Methods; Transportation; Units of Study
IDENTIFIERS- Interdependence

A 2-phase project in which fifth grade students create their own country is described. The project offers a strategy for teaching a comprehensive, interdisciplinary unit on economics. In the first phase, students and teacher create an imaginary country. Separate sections outline the teaching procedure involved in this phase: locating the country; choosing a political and economic system; determining the country's natural, human, and capital resources; means of production; trade and interdependence; transportation; and the family as an economic unit. For each section, teaching strategies, content and skill objectives, discussion questions, and resources are discussed. A separate section details the project's culminating activity, in which students use the procedure followed as a class to create their own individual countries. An international fair displaying each student's country is described. Also included are evaluation information and a bibliography. (LP)

ED 238 815 SO 015 377

Maxey, Phyllis F.; Klener, Lois
Landlords and Tenants in Conflict. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business; *Conflict; Conflict Resolution; Consumer Education; Economic Factors; Economics Education; *Housing; Housing Discrimination; Instructional Materials; *Landlords; Learning Activities; Political Influences; Secondary Education; Units of Stu
IDENTIFIERS- Business and Society; Fair Housing Laws; Rent; Rental Housing Policies; *Tenants; Tenants Rights

One of a series of units on business issues designed for secondary school students, this packet focuses on the landlord-tenant relationship as it is affected by political and economic forces. A teacher's guide and student materials are provided in two separate sections. Following an overview of objectives and activities, the teacher's guide outlines five daily lessons. Also included in this section are discussion guides, background readings, student handouts, answer keys, and recommendations for using a business professional as a classroom resource person. The student materials component consists of activities which engage students in examining sources of landlord-tenant conflict, the rights and responsibilities of each party, and pros and cons of rent control. Five activities introduce students to these issues through a variety of teaching strategies including an analysis of a newspaper ad which illegally discriminates against certain groups of tenants, a role play in which mediators try to resolve rental disputes, a reading on supply and demand in the housing market, and a simulation of a city's rent control hearings. Homework assignments are also provided. (LP)

ED 238 861 SP 023 590

Smyth, W. John; Henry, Colin

A Case Study Experience of a Collaborative and Responsive Form of Professional Development for Teachers.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Faculty Development; Foreign Countries; *Helping Relationship; *Inservice Teacher Education; Interpersonal Communication; Problem Solving; Professional Development; Teacher Attitudes; Teacher Behavior; *Teacher Improvement; *Teamwork
IDENTIFIERS- Australia; *Clinical Supervision

Teachers can engage in practical reflection through collaboration that enriches their sense of what is feasible and possible, and they can transform their understanding of those realities. Critical reflection, however, requires various forms of assistance. The use of "clinical supervision" over 6 months in 1982 with 14 teachers in 4 primary schools and a high school, was based upon cooperation, consultation, observation, and feedback among teachers. The method used was neither "clinical" in the pathological sense, nor "supervisory" in the quality control sense. Rather, trusted teaching colleagues assisted each other to analyze their teaching through cycles of observation, analysis, and discussion of data to establish shared frameworks of meaning within which improvement was possible. The effect was that teachers were able to exercise a greater degree of control over their work environment, and the direction and pace of their own professional development. Through clinical supervision, teachers became active and conscious agents in the determination of their own practice, rather than passive channels for other people's agendas. (JD)

Boylan, Hunter R.
Is Developmental Education Working? An Analysis of Research. NARDSPE Research Report, Number 2.

National Association for Remedial and Developmental Studies in Post-Secondary Education.
PUB DATE- 83
AVAILABLE FROM- National Association for Remedial-Developmental Studies in Postsecondary Education, c/o Dr. Harold Hild, English Language Program, Northeastern Illinois University, 5500 N. St. Louis Ave., Chicago, IL 60625 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Achievement Gains; Basic Skills; *Developmental Studies Programs; Educational Research; Evaluation Criteria; Higher Education; *Program Effectiveness; *Remedial Instruction; *Remedial Programs; School Holding Power; Skill Development

An analysis of research on the effectiveness of developmental education is presented in this report. Chapter I highlights different perspectives on the role of developmental education at the college level; examines definitions and discusses the mission of developmental education; and puts forward a methodology for measuring its effectiveness. Chapter II presents research assumptions; explains the method by which the research studies were identified and analyzed; examines their characteristics; and outlines limitations relating to the study data. Chapter III presents findings about the effectiveness of developmental education in developing basic skills, improving grade point averages (GPA's), and increasing retention rates, and on other measures of impact. Chapter IV summarizes the general positive trends resulting from developmental education, including: (1) measurable gains in skill development by underprepared students; (2) reduced differences between underprepared and better prepared students as measured by standardized tests; and (3) a general improvement in student GPA's and retention rates following participation in developmental programs. This section also presents a case for developmental education and outlines miscellaneous trends. Finally, chapter V suggests areas for future research and evaluation, focusing on testing methods, follow-up performance of post-developmental students, and cost effectiveness of programs. (HB)

ED 238 514 PS 013 617

Decisions and You. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; *Decision Making Skills; Instructional Materials; Junior High Schools; Middle Schools; Resource Materials; *Self Concept; *Sex Fairness; *Sex Stereotypes; Teaching Guides; Teaching Methods; Units of Study; *Values Education
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, is designed to develop decision-making skills in middle school students. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of this guide consists of the student guide which contains 12 lessons organized into four parts: (1) understanding that many decisions are made each day and identifying the decision maker; (2) developing five skills used in personal decision making; (3) making group decisions; and (4) applying new skills to situations in which decisions are made related to male and female self-concepts. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

ED 238 621 RC 014 487

Rivera, Manuel G.
Academic Achievement and Reading Ability: Hispanics, Males and Females.
PUB DATE- 19 Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Age Differences; *College Students; Community Colleges; Correlation; *Females; Grade Equivalent Scores; Higher Education; *Hispanic Americans; *Majors (Students); *Males; *Reading Ability; Reading Comprehension; Scores; Sex Differences; Social Sciences; Summer Schools; Vocabulary Skills
IDENTIFIERS- California Community Colleges; *Nelson Denny Reading Tests

To determine the relationship of reading ability to age, sex, Hispanic ethnicity, and majors in economics, political science, history, and psychology, 141 students who completed summer social science courses at a California community college were given the Nelson Denny Reading Test, which scores for vocabulary and comprehension. Of the 141 students, 77 were females, 48 males, and 16 Hispanics (not differentiated by sex); average age was 23. For females, correlations were significant at the .01 level between grade and vocabulary, comprehension, and total score. Male and Hispanic correlations were not significant at .05 or .01 levels. F ratios were computed to determine if mean differences of age, vocabulary, comprehension, total score, and grade were significant at .01 or .05 levels. The vocabulary and total score F ratio indicated that differences between the means of males, Hispanics, and females were significant at .01 level. In analysis by academic discipline, economics students obtained the highest mean grade, followed by political science, psychology, and history; economics students had the highest grade level equivalency (14.6), then history (13.9), psychology (13.7), and political science (13.2). Findings indicated academic achievement was related to vocabulary and comprehension ability in reading. (MH)

ED 238 649 RC 014 526

Haughey, Margaret; Murphy, Peter James
Changing Times: Rural Teachers' Comment on the Quality of Their Work Life.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Boards of Education; Elementary Secondary Education; Faculty Mobility; Foreign Countries; Interpersonal Relationship; *Job Satisfaction; *Rural Areas; Rural Schools; *Small Schools; *Teacher Attitudes; Work Environment
IDENTIFIERS- *British Columbia; *Quality of Working Life

To discover how rural teachers in British Columbia felt about the quality of their work life, researchers surveyed all 1,148 teachers in the 242 elementary and secondary British Columbia schools that met the project's definition of "rural." Questionnaires, returned by 528 teachers (46%) were divided into five major areas: work conditions, teaching related matters, teaching matters, student related matters and occupation related matters. Only 22% of the respondents were moderately or highly satisfied with their appointments. The majority were disenchanted with the quality of their work life. The teachers expressed major dissatisfaction with the public's perception of schools and teachers and with school board policies concerning professional development (sabbatical leave, inservice opportunities, formal study), contractual agreements (board-teacher consultations, retirement benefits), personnel matters (promotion, evaluation, hours for preparation and correction, involvement in district decision-making), and support services (consultation, aides, student diagnostic services). Teachers found satisfaction in those aspects of teaching which nurtured affiliation, professional esteem, and achievement. They were pleased with negotiated benefits, most teaching matters, professional relationships, and opportunities for local decision-making. The results can be used to acquaint graduating students with rural teachers' perceptions of their work and to extend the understanding of high teacher turnover. (SB)

ED 238 663 RC 014 545

Barker, Bruce O.; Muse, Ivan D.
A Report of Innovative Rural School Programs In the United States.

PUB DATE- Feb 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Agricultural Education; Correspondence Study; *Educational Innovation; Elementary Secondary Education; Gifted; *High School Students; Microcomputers; Mobile Educational Services; Outdoor Education; Parent Participation; *Program Content; Program Descriptions; Rural Education; *Rural Schools; Safety Education; School Districts; *Small Schools; Student Publications; Television; Time Blocks; *Vocational Education
IDENTIFIERS- Block Scheduling

Ten innovative rural school programs are briefly described. Included are North Dakota's Mott School District #6 (316 students), which cooperates in a Multi-District Vocational Mobile Program bringing vocational education opportunities to isolated, rural students; Washington's Liberty School District (180 secondary students), where supervised correspondence courses have expanded curricular offerings to over 100 elective courses; and Iowa's CAL Community School District (241 students), which uses volunteers for adult continuing education and prekindergarten classes. Also described are Mount Ayr Community Schools (Iowa), where parents use "report cards" to indicate perceptions of teacher/school performance and problems; Wisconsin's Spring Valley School District (784 students), where vocational education classes in dairy cattle management use microcomputers; and South Dakota's Rutland School District (150 students), where modified block scheduling allows secondary students more study time and teachers more instructional time. Additional programs are New York's Sacketts Harbor Central School District (525 students), which offers secondary students a locally-oriented environmental safety course; Minnesota's Eagle Bend School District (378 students), with its own television station; Texas' Sabinal Independent School District (600 students), where students produce their own yearbook and the high school newspaper consistently wins state merit awards; and Kansas' Lorraine Unified School District (540 students), whose annual Seniors Honor Dinner honors outstanding seniors and their parents. (MH)

ED 238 770 SO 015 203

Resources for Elementary Social Studies Instruction.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Books; Childrens Literature; Educational Objectives; Educational Resources; Elementary Education; Filmstrips; Instructional Materials; Resource Materials; *Social Studies; Visual Aids
IDENTIFIERS- *Maryland

Arranged in two sections, this annotated bibliography cites over 500 resources for use in Maryland K-8 social studies programs. Part 1 contains an alphabetical listing by title of instructional materials, including books, filmstrips, cassettes and records, and kits. Part 2 contains cross-references to all entries in part 1 listed according to Maryland state social studies goals and subgoals. Following a definition of each goal, relevant materials are listed with grade levels and page citations from section 1. (LP)

ED 238 830 SP 022 591

Professional Literature Exchange.
Lincoln Unified School District, Stockton, Calif.
PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demonstration Programs; Educational Resources; Elementary Secondary Education; *Information Dissemination; *Information Services; Interests; *Periodicals; Professional Development; Program Descriptions; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- *Journal Articles; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Lincoln Unified students (K-12) profit daily from a large number of livewire teachers who are habituated to keeping up with their professional literature. At their own request, Lincoln teachers and other staff receive regular updates in theory and practice, media and materials. Here is how it works. Lincoln's Education Services division uses a checklist of topics to survey school staff as to their current professional interests. The quarterly survey has a return rate of about 25%. Education Services staff and a group of omnivorous reader-volunteers scan professional journals and other documents to identify material of priority interest and practical value. Readers often annotate selections to enhance readability and comprehension. Requests for information are matched with current literature and Xerox copies are made (within provisions of copyright law). Copies are distributed quickly by district mail. Simple distribution records are kept. The annual evaluation of the project by the users is highly complimentary of the service. Users volunteer testimony that selections are used not only as teacher inservice self-education and student assignment material, but also in parent education and public information efforts. Staff report also that the project has stimulated additional professional literature networking-sharing among district schools. Teachers and principals say that the project has also stimulated them to join professional organizations and subscribe to professional journals. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 238 845 SP 023 477

Frager, Alan M.
Questioning Strategies: Implications for Teacher Training.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Abstract Reasoning; *Cognitive Objectives; *Critical Thinking; Higher Education; Learning Processes; Memory; Preservice Teacher Education; Productive Thinking; *Questioning Techniques; Serial Ordering; Teacher Effectiveness; *Teaching Methods

Well-known questioning strategies, built on question classification systems, are examined. Types of question classification systems are identified as: "hierarchical," which are sequential and cumulative; "non-hierarchical," which are based on elements which should not be rank ordered; systems which are "context-bound" to specifics; and "non-context-bound" systems, which are designed for broad issues and ideas. Descriptions and explanations are given of theories on the effectiveness of questioning strategies in four types of classification systems: (1) hierarchical, non-context bound; (2) hierarchical, context bound; (3) non-hierarchical, non-context bound; and (4) non-hierarchical, context bound. Seven implications for teaching questioning strategies to preservice teachers are drawn. Preservice teachers should: (1) be instructed to ask a variety of questions; (2) incorporate higher level questions into lesson plans; (3) pay attention to the quality of each question; (4) take into account the students' ability to respond before asking a question; (5) become knowledgable about the theoretical components of questions so they can adapt and modify questioning strategies to fit their teaching style; (6) learn to ask effective questions through practice; and (7) learn questioning strategies which are effective in specific content areas. (JD)

presentation phase engaged in more class-consistent searching of both tagged and untagged items; however, in the test phase older children did not handle entire groups of untagged items. This latter finding suggests that a new strategy for learning about and encoding the environment begins to appear at around 3 1/2 years of age. (RH)

ED 238 594 PS 014 139

Snow, Charles W.

As the Twig Is Bent: A Review of Research on the Consequences of Day Care with Implications for Caregiving.

PUB DATE- Nov 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Child Caregivers; *Child Development; Comparative Analysis; *Day Care Centers; Early Childhood Education; Educational Improvement; *Educational Quality; Family Day Care; Literature Reviews; *Outcomes of Education; Selection

The purpose of this paper is to synthesize and summarize the basic conclusions of literature concerning the effects of day care on infants and young children. The first section of the document briefly indicates limitations of day care research. The second section offers research-based generalizations concerning the effects of day care on intellectual, emotional, social, and physical development (including health and safety). The third section focuses on comparisons between center and family day care; research reviewed indicates that the most critical day care variable is program quality. The fourth section reviews findings of research related to components of quality day care, such as group size, child/staff ratio, caregiver qualifications, caregiver continuity, curriculum, physical environment, and parent involvement. The fifth section points out implications of findings for caregivers, administrators, parents, social policy, legislation, and researchers. A table summarizes and comments on 16 studies comparing effects and characteristics of center day care and family day care. In addition, recommendations for controlling communicable diseases in day care facilities are appended. (RH)

ED 238 680 SE 041 776

Murphy, Elaine M.; Cancellier, Patricia

The Population of China. One Billion, Eight Million People.

Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- *Birth Rate; *Chinese; Communism; Demography; *Family Planning; Foreign Countries; *National Programs; *Overpopulation; Population Growth; *Population Trends; Resource Materials
IDENTIFIERS- *China; PF Project

Several programs have been instituted in China over the past 30 years in order to slow the birth rate. The population, set at 1,008,175,288 people by a 1982 census, is by far the largest of any nation. A 10-year family planning program, begun in 1957, caused the birth rate to drop considerably through the mid-1960's. In 1971, "wan xi shao," the most organized fertility-control program the world has known, was launched. Focusing on later marriages, longer intervals between births, and two children per family, the program used incentives, peer pressure, and birth control to meet quotas. In 1978, a one-child campaign was deemed necessary. Incentives were used to encourage couples to pledge to have only one child. By August 1982, over 15 million one-child certificates had been issued. This program has not been without problems, one of which is an apparent increase in female infanticide. The government's goal is to have a population of 1.2 billion by the end of the century; however, this appears to be unrealistic. This newsletter includes eight questions for classroom discussion and a bibliography of one reference and two additional resources. (DC)

ED 238 696 SE 043 671

Bassler, Otto; And Others
Computer Education - A Survey of Seventh and Eighth Grade Teachers.
Vanderbilt Univ., Nashville, Tenn.

PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Literacy; *Computer Oriented Programs; Computer Science Education; Grade 7; Grade 8; Junior High Schools; *Mathematics Education; *Microcomputers; *Secondary School Teachers; Surveys
IDENTIFIERS- *Tennessee

Tennessee is in the process of implementing a computer literacy plan for grades 7 and 8. Determining the views of teachers in those grades about computers, what they think students should be taught about computers, and the extent to which they agree with aspects of the plan was the goal of this survey. Data were analyzed from 122 teachers and principals in a large metropolitan school system. It appears that a substantial number of teachers have had no direct experience with computers; thus training is needed. Only one-fifth of the schools in the district have microcomputers for student use. The teachers had positive views about computer education. Those who had operated or programmed a computer were generally more positive in their attitudes toward computer literacy. Data and the questionnaire are both included. (MNS)

ED 238 876 SP 023 649

Griffin, Gary A.
Using Research in Preservice Teacher Education.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9036
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Research; Higher Education; *Preservice Teacher Education; *Program Content; Research and Development; Teacher Behavior; *Teacher Characteristics; *Teacher Education Curriculum; Teacher Education Programs; *Teacher Effectiveness; Teaching Models
IDENTIFIERS- Stages of Concern

This paper speculates about research findings that can be potentially powerful as content for preservice teacher education and influential upon the delivery of that content to prospective teachers. The primary source for the research findings which appear in the paper is the body of information prepared for the conference "Research on Teaching: Implications for Practice," held at Airlie House, February 25-27, 1982 and sponsored by the Teaching and Instruction Division of the National Institute of Education. This paper has five major sections. First, a conceptualization of a "good" teacher is presented. Second, a research-based justification for believing that current preservice programs do not contribute to certain aspects of this conceptualization is discussed. Third, selected research findings are suggested as possible content for preservice programs in the belief that they will promote the desired conceptualization. Fourth, research findings which can be used as guides or suggestions for conducting preservice programs are advanced. Concluding comments comprise the fifth section. (JMK)

ED 238 486 JC 840 014

JCCC Students: Characteristics and Perceptions, Spring 1983.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Oct 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- College Freshmen; Community Colleges; Day Students; Evening Students; Full Time Students; Institutional Evaluation; *Participant Satisfaction; Part Time Students; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students

In spring 1983, a study was conducted at Johnson County Community College (JCCC) to develop a profile of students' characteristics and perceptions of the college and its programs. A random sample of 1,301 students from 70 on-campus credit classes was surveyed to obtain opinions of JCCC's characteristics and services and various academic, athletic, and facilities proposals; and to gather information on students' use of the college's counseling services, interest in specific workshops, self-assessment of their computer literacy, and personal characteristics and goals. Study findings, based on responses from 469 students, included the following: (1) 76.6% of the full-time students were employed at least part-time, but 57.7% were financially dependent on their parents; (2) 68% of the part-time students taking less than 7 credit hours were employed full-time, and 75.6% contributed to the support of a household; (3) 47.1% of the students were attending JCCC to prepare for transfer and 37.2% to obtain job-related skills; (4) high quality teaching, a wide range of courses, highly qualified faculty, well-maintained facilities, and modern equipment were considered to be the most important characteristics that both should be and were present at JCCC; (5) the college services receiving the most "satisfied" ratings were instructional support services, information desk, library services, the bookstore, and testing services. The study report analyzes findings for full-/part-time students, freshmen/sophomores, and day/evening students, and includes the questionnaire. (HB)

ED 238 501 JC 840 033

Tomlan, Dolores M.
An Identification of the Word Processing Skills and Knowledge Needed by Entry-Level Secretarial/Clerical Employees as Perceived by Members of the Local Business Community.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Business Skills; *Clerical Occupations; *Employer Attitudes; Employment Projections; Employment Qualifications; *Job Skills; Needs Assessment; Occupational Surveys; Questionnaires; Two Year Colleges; *Word Processing

In 1982-83, a study was conducted to investigate the technical skills and knowledge needed for employment in entry-level secretarial/clerical occupations in the business community of Allegheny County, Pennsylvania, and to determine the current and perceived future status of word processing approaches in local firms. A survey instrument was mailed to 216 of the 433 members of the Monroeville Area Chamber of Commerce soliciting information on the characteristics of the firms; requirements of entry-level employees in the areas of basic office skills, ability to use various types of equipment and related systems, and typewriting and shorthand skills; current status of word processing; and 5-year projections of the use and application of word processing equipment. Study findings, based on a 77.7% response rate, included the following: (1) of the respondents, 68% were from small firms and 62.7% were from service industries; (2) of the 114 respondents who reported employment of secretarial/clerical personnel, 81.6% indicated the existence of a secretary job category and 58.3% a word processing job category within the firm; (3) the skill considered most important in each of four job categories (i.e., word processing operator, secretary, stenographer, and clerk/typist) was listening/following directions; and (4) 17.6% of the respondents indicated they were already using word processing equipment, and 24.2% indicated that they would be within the next 5 years. The survey instrument and a literature review are included. (HB)

ED 238 529 PS 013 636

Redleaf, Rhoda

Open the Door Let's Explore: Neighborhood Field Trips for Young Children.

REPORT NO.- ISBN-0-934140-20-0
PUB DATE- 83
AVAILABLE FROM- Toys 'n Things Press, Division of Resources for Chil
Caring, Inc., 906 North Dale St., St. Paul, MN 55103 ($8.95 + $1.75
shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique
(For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Books; Childrens Literature; *Community; Early
Childhood Education; Educational Games; *Field Trips; Guidelines;
Learning Activities; *Neighborhoods; Outdoor Activities; Poetry;
Preschool Education; Resource Materials; Safety; Word Lists
IDENTIFIERS- Fingerplays; PF Project

Designed as a resource for teachers and parents, this guide contains activities to help children from 2 to 8 years old learn from neighborhood walks and field trips. Information is presented on: field trips as an approach to learning, learning processes of children, and techniques to make trips meaningful. Teaching materia for each trip includes vocabulary words, activities, songs, poems, fingerplays, and a list of children's books. The 18 trips are

divided into two categories: (1) The Wonderful World of Walks includes an after-a-rain walk, an animal life walk, a garden walk, house walk, a shadow walk, a tree walk, a truck walk, and a windy-day walk; and (2) The Community at Large includes a trip to a bank, a car dealership, a construction site, a grocery store, a hardware store, a hospital, a lumber yard/building center, a restaurant, a school, and a service station. Suggestions are given for additional places to visit, field trips in reverse (resources which can be brought to class), and techniques for finding new resources. A section for teachers gives hints for happier trips, possible solutions for some problems, suggestions for safety-proofing the trip, sample permission slips, field trip planning forms, and an orientation list for volunteers. Concluding this guide is a list of suggested resources. (EM)

ED 238 544 PS 014 001

Strom, R.; And Others
A Comparison of West German and Guestworker Parents' Childrearing Attitudes and Expectations. Office of Parent Development International Research and Development Reports.
Arizona State Univ., Tempe. Coll. of Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Authoritarianism; *Child Rearing; Comparative Analysis *Ethnic Groups; *Expectation; Foreign Countries; *Immigrants; *Parent Attitudes; Parent Education
IDENTIFIERS- Germans; Greeks; *Guest Workers; Italians; Turks; *West Germany (Munich)

This study of guestworkers' childrearing attitudes was the first such investigation to be approved by the West German government. Specifically compared were the childrearing attitudes of West German and immigrant guestworker parents toward creativity, frustration, control, play, and teaching/learning. An effort was also made to determine relationships between attitudinal variables and ethnic group membership, sex of child, sex of parent, and income level. Participants were 155 native Germans and 215 guestworkers who were parents of kindergarten or first-grade children. Guestworkers originated from Greece, Italy, and Turkey. To assess parental strengths and needs in childrearing, all subjects were administered the Parent as a Teacher Inventory. Results indicated that attitudinal differences among ethnic groups were greatest in relation to issues of child control and parental ability to facilitate the teaching/learning process. Parental childrearing attitudes toward control and teaching/learning also differed according to monthly income level. Parents did not indicate different expectations for sons as opposed to daughters, a finding implying that guestworker parents have adopted some childrearing attitudes that are not part of their cultural tradition. Unexpectedly, German and Turkish parents shared favorable attitudes about the development of independence during childhood; Greek and Italian guestworkers preferred dominance in the parent-child relationship. Implications for possible parent education intervention programs were suggested. (RH)

ED 238 559 PS 014 028

Holden, George W.; West, Meredith J.
The Parent as Naive Psychologist: Analyses of Parental Deliberations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Abstract Reasoning; *Attribution Theory; *Child Rearing; Cognitive Processes; Comparative Analysis; Lower Class Parents; Middle Class Parents; *Mothers; *Parent Attitudes; *Parent Child Relationship

Two groups of 14 mothers were interviewed to study how parents reason about their children's behavior. The two samples differed considerably in terms of education, age, race, and socioeconomic status. The first group, high school educated, averaged 24 years of age, and, if married, had spouses with blue-collar jobs. The second group, college graduates, averaged 34 years of age and had spouses who held professional/academic jobs. An open-ended interview consisted of 12 questions designed to elicit samples of parental reasoning. The mothers' answers revealed four common patterns of thinking: anchors, attributions, covariation or causal analysis, and anticipation. The most frequent mode of thinking involved attributional analysis (46 percent), or reflection on the origin of certain behaviors. There was frequent use of anchors (22 percent), or comparisons made across children or across age. Covariations, similar to attributions but including articulation of antecedent-consequent relationships, accounted for 22 percent of statements. Anticipation, or statements made about the future, composed 10 percent of the categorized comments. Analyses of mothers' speech and the ease with which their reasoning was elicited suggested that parents commonly engage in such deliberations. Few differences emerged between the high school and college educated mothers. The only mean group differences indicated suggested that, while the high school educated mothers used more anchors and anticipatory references, the college educated mothers made more attributions. (BJD)

ED 238 576 PS 014 074

Pollman, Mary Jo; Weinstein, Stuart H.
The Relationship between the Social and Intellectual Competence of Young Children and Their Mothers' Communicative Behavior with Caregivers.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Caregivers; *Communication (Thought Transfer); Day Care; Early Childhood Education; *Intelligence; *Interpersonal Competence; Mother Attitudes; *Mothers; Parent School Relationship; Parent Teacher Conferences; *Young Children

A study was conducted in a day care setting to assess whether differences in the intellectual and social competence scores of young children were reflected in the communicative behavior occurring between the children's mothers and caregivers. A total of forty-seven 2- to 4-year-old children in day care and their mothers participated. Two instruments developed by the researcher measured mothers' attitudes and behaviors. Additionally, the McCarthy Scales of Children's Abilities and the Harvard Preschool Project's Social Competence Checklist were administered to test, respectively, children's intellectual and social competence. Based on the sample, it was determined that, as children scored higher on intellectual and social tests, their mothers were found to be making increased efforts to become knowledgeable consumers of day care services for their children. Specifically, significant relationships were found (1) between mothers' communicative attitude scores and their children's intellectual and social competence scores and (2) between mothers' communicative attitude scores and their communicative behavior. Results suggested that the mother/caregiver interaction is highly attitudinal. Appended are two checklists (Classification of Parent Attitude toward Caregiver Communication and Parent Participation Communication Checklist) and two charts (Attitude toward Caregiver Communication and Levels of Communicative Behavior). (Author/BJD)

ED 238 608 RC 014 327

Bialosiewicz, Frank; Burns, Julie

Game of Childhood Diseases. Technical Note No. 23.

Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Ross Labs., Columbus, Ohio.
REPORT NO.- ISBN-0-932288-70-7
PUB DATE- 83
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Adult Education; *Children; *Communicable Diseases; *Developing Nations; *Discussion (Teaching Technique); *Educational Games; Foreign Countries; Health Education; Mothers; Nonformal Education; *Role Playing; Rural Education; Simulation; Teaching Methods
IDENTIFIERS- *Guatemala

Designed to create an awareness of health problems among children in Third World settings, the board game uses simulation and role playing to help participants identify the symptoms and consequences of six childhood diseases preventable by vaccination: measles, whooping cough, tetanus, diphtheria, polio, and tuberculosis. The game also helps players understand the importance of vaccinations, malnutrition, and adequate diets for children, as well as the causes and effects of diarrhea and the treatment of dehydration. Consisting of a game board, drawing cards, markers, and a die or spinner, the game is a vehicle for nonformal education through discussion as players move their markers around the board. Although it was developed specifically for the rural women served by the government health center in Ciudad Vieja, Guatemala, educators can easily adapt the game to fit the needs and interests of different groups in different areas. A sample game board, reproducible board components and drawing cards, a content outline, and guidelines for playing are included, along with suggestions for encouraging discussion and role playing. (SB)

ED 238 711 SE 043 687

Robertson, Douglas F.; Claesgens, Joan
Math Anxiety--Causes and Solutions.
Minnesota Univ., Minneapolis. General Coll.
PUB DATE- 11 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Mathematics; *Course Descriptions; Higher Education; *Mathematics Anxiety; *Mathematics Instruction; *Program Descriptions
IDENTIFIERS- Minnesota

This paper discusses the problems associated with mathematics anxiety, and provides detailed information on the history and structure of the Mathematics Anxiety Program at the University of Minnesota. The seven parts concern: (1) the Continuing Education for Women Program, (2) the development of the Math Anxiety Program, (3) the symptoms of mathematics anxiety, (4) the success of the Math Anxiety Program, (5) the major components of the Math Anxiety Program, (6) the arithmetic and elementary algebra course offered through the program, and (7) the methods used to teach math anxious students. Appendices include the mathematics placement test, interpretation of mathematics test scores, math anxiety course descriptions, the modular art handout used in clinics, and the course outline for arithmetic and elementary algebra. (MNS)

ED 238 726 SE 043 747

Butzow, John W.; And Others
What Are the ABC's of Marine Education? An Introduction to Marine Education in the Gulf of Maine Region.
Maine Univ., Orono. Coll. of Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- NSF-SER-8160322
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTIONS- *Animals; Art Activities; *Biological Sciences; Environmental Education; Fisheries; Geology; Ichthyology; Intermediate Grades; Junior High Schools; Language Arts; *Marine Biology; *Marine Education; Mathematics Education; Middle Schools; *Navigation; Oceanography; Program Implementation; Science Education; *Water Resources; Weather
IDENTIFIERS- *Maine; Tides

Presented are 26 units (each title beginning with a letter of the alphabet) intended to serve as points of departure for teachers and students who desire to increase their awareness of the marine environment. Each unit includes ideas and activities drawn from a variety of content areas so that teachers of many different subjects at the junior high and middle school levels can make use of them. The units, focusing on the Gulf of Maine, may be used in their entirety or used as idea or activity sources to infuse into the usual curriculum. General topic areas include: marine art; boats, ships, and navigation; fish and fisheries; sea mammals; sea birds; tides and current; aquaculture; recreation; marine geology; marine navigation aids; marine biology; marine plants; and marine history. Among the specific topics/activities included are: building a saltwater aquarium; boat design contest; fish aging studies; activities of the State Department of Marine Resources; beach study activities; recognizing parts and kinds of vessels; scrimshaw and weather lore experiences; steps involved in introducing marine education; Northern New England Marine Education Program; a study of sea star behavior; and glaciation. A packet of student materials is provided. (JN)

Larson, Kenneth L.

Community Study. A Guide for Teachers.

Santa Cruz County Office of Education, CA.
PUB DATE- Jan 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Characteristics; Community Resources; *Community Study; Elementary Education; *Experiential Learning; *Learning Activities; Local History; Teaching Methods
IDENTIFIERS- California (Santa Cruz); Environmental Awareness; PF Project

Designed for elementary school teachers in Santa Cruz, California, this book outlines an experiential approach to community study. Because the term community can encompass a scope as narrow as the school or as wide as the region, these guidelines are adaptable to several elementary grade levels. The book is arranged in six sections. The first three sections focus on three major dimensions of community study--the natural environment, the environment as it existed years ago, and the community as it exists today. Section 1 contains 15 techniques for helping children become aware of their outdoor environment as it exists today and as it existed in the past. Numerous activities involve students in using their senses, observing numerical and spatial characteristics, using art to express feelings, interviewing the elderly, visiting museums, and finding old pictures and memorabilia. Section 2 lists topics to consider in studying early history. Resources and activities are provided for each topic. Topics and subtopics for use in comparing the historical community with the present one are described in section 3. The remaining three sections summarize additional activities and resources related to community study. Field trips, home projects, and school activities are detailed in section 4. Section 5 reviews a variety of general and Santa Cruz county material and human resources. The final section summarizes organizational strategies and problems which may be encountered in such a study. A bibliography concludes the book. (LP)

ED 238 771 SO 015 205

Illinois Plan for the Arts in General Education: Fiscal Years 1984-1988.

Illinois State Board of Education, Springfield. Program Planning and Development Section.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; *Art Education; *Curriculum Development; Data Collection; Disabilities; Educational Objectives; Elementary Secondary Education; Financial Support; Futures (of Society); *General Education; Information Dissemination; Inservice Teacher Education; Leadership; Preservice Teacher Education; Program Development; Program Implementation; Resource Materials; State Standards

Accomplishments of the first 4 years (1979-1983) of the Illinois arts plan are discussed and activities to be implemented in its second 4-year plan (1984-1988) are listed. According to the Illinois State Board of Education, the arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education. Activities implemented to achieve this goal during the first 4 years are organized according to the following headings: state board of education arts advisory structure; statewide leadership, visibility, and awareness activities for the arts; arts curricula and model site development; arts activities for the handicapped; collection of data on arts status, resources, and funding sources; standards; inservice education for teachers, administrators, and community persons; preservice teacher education, and certification standards. The impact achieved and problems encountered are examined. Future activities in these same areas are discussed, including funding and fiscal implications. The appendix contains the task force philosophy and members' names. (RM)

ED 238 786 SO 015 324

Parker, Franklin, Ed.; Parker, Betty June, Ed.
Education in Puerto Rico and of Puerto Ricans in the U.S.A.:
Abstracts of American Doctoral Dissertations, Volume 2.
PUB DATE- 84
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Education; Annotated Bibliographies; Comparative Education; *Doctoral Dissertations; Early Childhood Education; *Educational Practices; Elementary Secondary Education; Foreign Countries; Hispanic Americans; Puerto Rican Culture; *Puerto Ricans
IDENTIFIERS- *Puerto Rico

The second of two volumes, this bibliography of doctoral dissertations dealing with the education of Puerto Ricans in Puerto Rico and in the United States includes bibliographical data and abstracts/summaries of 277 dissertations completed mainly from 1975 through 1982. The purpose of the listing is to record every dissertation so as to aid scholarship on Puerto Rican education. The entries are listed by author. A subject index is provided. Each entry lists the author's name, title of dissertation, type of doctoral degree, name of university, year accepted, total pages, source of abstract ("Dissertation Abstracts International" volume, number, date, and pages), and ordering number for securing microfilm or hard copy. Abstracts of about 250 to 300 words are provided. A preliminary alphabetical list of authors of the dissertations and a concluding detailed 41-page subject index are included. (Author/RM)

Population Education Programme in Asia: What Research Says. Abstract-Bibliography, Series 4.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Classroom Research; Classroom Techniques; Curriculum Development; *Developing Nations; Developmental Programs; Elementar Secondary Education; *Evaluation Methods; Foreign Countries; Higher Education; Instructional Materials; Parent Attitudes; Personnel Evaluation; *Population Education; Program Evaluation; *Research Methodology; *Social Science Research; Student Attitudes; Teacher Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- *Asia

Analysis has indicated that research and evaluation is the weakest component of the population education programs in Asian and Pacific countries. In synthesizing 95 of these research and evaluation studies, this abstract-bibliography provides lessons for implementing improved research operations in this region. Material is divided into six sections. Section 1 cites studies of knowledge, attitude, and behavior of teachers, students, and parents toward population education; section 2, evaluation of personnel training; section 3, curriculum and materials development; section 4, teaching methodologies; section 5, evaluation of classroom instruction; and section 6, program evaluation. Each section has three parts: analysis of the studies, exemplary studies, and other studies. The latter two sections contain abstracts which include bibliographic information, objectives, research design, and funding. The volume also contains subject and country indexes. (LP)

ED 238 636 RC 014 506

Little, Mildred J.; Smith, Carole F.
Canoeing.
Safari Club International Conservation Fund, Tucson, Ariz.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Content; Course Descriptions; *Course Objectives; Course Organization; *Educational Games; Elementary Secondary Education; Experiential Learning; Higher Education; *Instructional Materials; *Learning Activities; *Outdoor Education; *Performance Tests; Safety; Skill Development; Student Evaluation; Teacher Characteristics; Teaching Guides; Teaching Methods
IDENTIFIERS- American Red Cross; *Canoeing

Designed to be used in conjunction with the book "Canoeing", published by the American Red Cross in 1977, the teaching packet provides assistance in organizing and teaching a basic canoeing class. The packet lists 20 class objectives and details essential and recommended equipment and safety precautions. The packet contains a 15-day unit plan with an accompanying planning guide that describes teaching procedures ; Experiential Learning the unit plan. In addition, the packet contains teaching hints which include general suggestions and information about canoeing skill analysis, review methods, combination strokes, and rainy day activities. Sections on canoe formations, games and contests, and a canoeing routine contain information rarely found in print. A variety of activities is listed for each of nine formations in which canoes may be placed for efficient class organization. Rules and variations are included for 13 games and contests, as are diagrams and explanations of a canoeing routine. The packet concludes with a skill test, a skills checklist, and a written canoeing exam with answers. The packet contains 22 overhead transparency masters. (SB)

ED 238 697 SE 043 672

Cowles, Kathleen Letcher; And Others
Safe Cockroach Control: A Guide to Setting Up an Integrated Pest Management Progr[illegible] within a School System.
John Muir Inst[illegible] Environmental Studies, Inc., Napa, CA. Center for the Integratio[illegible] Applied Sciences.
PUB DATE- 8[illegible]

GRANT- 83-022
AVAILABLE FROM- Kathleen Letcher Cowles, Project Coordinator, John Muir Institute for Environmental Studies, Inc., 29 W. High St., (WO), Morgantown, WV 26505
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Animal Behavior; Decision Making; Disease Control; Elementary Education; *Entomology; Environmental Education; Instructional Materials; Pesticides; *Pests; Physical Environment; *Program Descriptions; Program Implementation
IDENTIFIERS- *Cockroaches; *Integrated Pest Management

Integrated Pest Management (IPM) is a decision-making approach to pest control that has been used successfully on farms, city parks, offices, homes, and schools. IPM programs help individuals decide when treatments are necessary, where treatment would be most helpful, and what combinations of tactics would be most effective, safe, and inexpensive to adequately suppress the pests. The basic strategy of IPM involves modifying the environment so it is not capable of supporting a large pest population. This guide is designed for use by school system administrators in setting up an IPM program to control cockroaches throughout the school system. The program operates within the school hierarchy using four primary workgroups: pest control service operators; school principals; maintenance service personnel; and food service personnel. The first part of the guide, presenting the basics of a school IPM program, includes sections on: program initiation; five basic components of a cockroach control program; workshop composition/responsibilities; recordkeeping forms; and details of program components. The second part provides more detailed descriptions of the program's components and a brief discussion of basic cockroach biology and behavior. The final part describes elementary-level teaching packets available to school systems interested in including alternative pest management techniques in their curricula. (JN)

ED 238 756 SO 015 129

Braden, Nancy
Economic Education to Arrest Juvenile Delinquency.
PUB DATE- 80
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Awards; Costs; *Crime; Delinquency Prevention; Economic Factors; *Economics Education; Grade 5; Intermediate Grades; Learning Activities; Program Descriptions; Social Problems; Teacher Developed Materials; Units of Study; Vandalism; *Victims of Crime

An award winning project for teaching economics at the fifth-grade level is described. Content is based on the theme of the economic repercussions of petty crime. As an initial activity, students examine the economic effects of local vandalism on the community and the taxpayers. Throughout the year, rap sessions provide a vehicle for class discussions of how small crimes relate to the concepts of scarcity, resources, economic sectors of society, goods and services, economic interdependence, and economic decision making. A variety of miniprojects incorporated into the curriculum examine specific economic concepts in greater depth. For example, students develop an economic problem-solving model, listen to guest speakers from business, study the economics of the Christmas season, and implement a community-wide clean-up campaign. A midyear incident of school vandalism is integrated into the study, serving as a basis for student created skits on crime prevention. These skits are then filmed and included as part of a culminating program presented to parents and community at year's end. Development of personal scrapbooks of the year long unit, pre- and posttests, and student observations provide a means of unit evaluation. This paper concludes with a bibliography of print and nonprint economics materials, and newspaper reviews of the class unit. (LP)

ED 238 816 SO 015 378

Maxey, Phyllis F.
Inside Television. Instructor's Guide and Student Materials.
Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advertising; *Business; *Commercial Television; Instructional Materials; Learning Activities; Lobbying; Political Influences; Programing (Broadcast); Secondary Education; Simulation Social Influences; *Television Viewing; Units of Study
IDENTIFIERS- *Business and Society

One of a series of units introducing secondary school students to business issues, this packet focuses on the television industry and its social and political influence. A teacher's guide and student materials are provided in two separate sections. Following an overview of objectives and activities, the teacher's guide outlines five daily lessons. Additional materials provided in this section are tips for extending the unit beyond five class periods, answer keys, background readings, student quizzes and handouts, and suggestions for using business people as classroom resources. The student materials section contains four classroom activities which recreate various aspects of the television broadcasting business. Following a reading on the industry, students simulate program network decisions. Analysis of a ratings sheet introduces students to the role of audience appeal in television programming. In a culminating simulation, lasting approximately five class periods, students take the roles of network executives, lobbyists for public interest groups, business people from independent production companies, and advertisers involved in the selection of a new television program. (LP)

ED 238 846 SP 023 479

McClaran, Diane M.; Breakey, Robin Sarris
Attitudes, Knowledge, and Behavior Before and After an Undergraduate Health and Lifestyle Course.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Behavior Change; Drug Education; Exercise; *Health Education; Higher Education; Life Style; Nutrition; *Program Effectiveness; *Self Care Skills; Smoking; Stress Management; *Student Attitudes; Student Behavior; *Undergraduate Students

A one credit mini-course consisting of six two-hour seminars exploring concepts of health promotion and personal responsibility for health was offered to undergraduate students. The course included in-depth coverage of health-related decisionmaking processes, effective strategies for changing personal behaviors, self care for common illnesses, stress management, nutrition, exercise, alcohol, tobacco, and drugs. In addition to class attendance and required reading, students chose between an individual project aimed at developing and carrying out a plan for a self-directed behavior change, or a paper written from the perspective of a health provider addressing a health problem and related behavior changes. Students' attitudes, knowledge, and behaviors were measured before and after the course. Overall, the results show a gain in knowledge as well as positive changes in attitudes and behaviors. (Author/JD)

ED 238 862 SP 023 591

Smyth, W. John
Teaching as Learning: Some Lessons from Clinical Supervision.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Classroom Research; Educational Cooperation; Elementary

Secondary Education; Faculty Development; Foreign Countries; *Helping Relationship; Inservice Teacher Education; Interprofessional Relationship; Program Effectiveness; *Self Evaluation (Individuals); *Teacher Behavior; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- Australia; *Clinical Supervision

An inservice program for Australian teachers, which involved clinical supervision methods, was evaluated to examine its effectiveness. Clinical supervision seeks to promote a form of teacher development that is descriptive and formative. Teachers were involved in a process of assisted self-reflection about their teaching, with the aid of a colleague (i.e. "supervisor") who listened supportively to plans before a lesson, and followed through by collecting an observational record of classroom issues and events of interest to the teacher. This activity was seen as a systematic, critical, and reflective process, assisting teachers to articulate their aspirations and teaching intents, collecting data about the teacher's area of classroom interest, collaboratively analyzing the data for what they revealed, and formulating and implementing future action strategies. Being able to exercise governance over what passed as inservice education, particularly being able to ensure that it was an integral and on-going part of actual teaching, was considered by teachers to be the greatest benefit of clinical supervision. (JD)

ED 238 472 JC 830 560

Forrester, Glen C.; And Others
A Longitudinal Follow-Up Survey of Students from Career/Technical Programs in British Columbia Community Colleges and Institutes.

Technical Report.
B. C. Research, Vancouver (British Columbia).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Program Services Div.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Dropouts; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Questionnaires; State Surveys; *Student Attrition; Student Educational Objectives; *Technical Education; Technical Institutes; Technical Occupations; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *British Columbia

Information derived from a longitudinal follow-up survey of students in career/technical programs in British Columbia's (BC) community colleges and institutes is provided in this report. Introductory material provides a background on the post-secondary educational system in BC and highlights study objectives, including monitoring the number of students who complete, withdraw from, or discontinue their studies; identifying reasons for non-completion; collecting student opinions on career/technical programs; and determining student educational outcomes. Chapter 2 outlines the study methodology. Chapter 3 discusses population characteristics by institution and discipline cluster. Chapter 4 presents observations from the follow-up survey within the categories of reasons for attending, employment background, discontinuance, current activity, finding employment, type of employment, assessment of post-secondary experience, future educational plans, and student comments. Chapter 5 provides observations from the study linked to returns from a survey of students entering career/technical programs. Finally, chapter 6 presents a summary of findings and implications. Appendices include detailed survey results, correspondence, cover letters used in the follow-up study, and survey instruments. (HB)

ED 238 515 PS 013 618

Decisions and You. Student Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Academic Achievement; *Decision Making Skills; Discussion (Teaching Technique); Group Activities; Instructional Materials; Junior High Schools; Learning Activities; Middle Schools *Self Concept; *Sex Fairness; *Sex Stereotypes; Units of Study; *Values Education
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, is designed to develop decision-making skills in middle school students. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 12 lessons organized into four parts: (1) understanding that many decisions are made every day and identifying the decision maker; (2) developing five skills used in personal decision making; (3) making group decisions; and (4) applying new skills to situations in which decisions are made related to male and female self-concepts. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

ED 238 622 RC 014 488

Rivera, Manuel G.
Hispanic Participation in the Administration of the California Community Colleges: 1981-82.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrative Organization; *Administrators; *Administrator Selection; Affirmative Action; *College Administration; College Governing Councils; *Community Colleges; Community Involvement; Decision Making; Equal Opportunities (Jobs); Ethnic Bias; Evaluation Criteria; Females; *Hispanic Americans; Literature Reviews; Minority Groups; *Participation; Research Needs Student Participation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

A study of Hispanic participation in administration of the 106 California community colleges (administered through district organizations) counted persons with Spanish surnames listed in the "Directory of California Community Colleges 1981-82" as participating in administration at district or college level. Hispanic administrators were concentrated in fewer than 25% of the 70 college districts; 66% of districts with Hispanic participation were in the San Francisco Bay and Los Angeles areas. District totals were two board of trustees presidents, one superintendent/president, two vice presidents, two vice chancellors, one dean, one associate dean, and one coordinator, most in positions dealing with personnel or affirmative action. Of the 106 colleges, 47% had one or more Hispanic administrators, including 5 presidents, 20 deans, 7 vice presidents, 6 associate deans, 13 assistant deans, 6 coordinators, 13 directors, 3 division heads, 2 registrars, 3 affirmative action officers, 1 financial aid officer, 9 academic senate presidents, and 5 student body presidents (who may sit on selection and curriculum committees). Most were in areas of instruction and student services. Thus, most California Community Colleges do not have Hispanics as active participants in the institutional decision-making process. Literature relevant to Hispanic participation in California Community College administration indicated numerous factors affecting the selection process. (MH)

ED 238 650 RC 014 527

Orum, Lori S.

Career Information and Hispanic High School Students.
National Council of La Raza, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NIE-P-81-0205
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; *Career Education; Career Guidance; Counseling Services; Counselor Role; Delivery Systems; High Schools; *High School Students; *Hispanic Americans; *Information Sources; *Occupational Information; *Program Effectiveness; Research Methodology; Research Problems; School Counselors; Sex Differences; Whites
IDENTIFIERS- Career Education Directors; *Educational Testing Service

Researchers gained useful information on the state of career education programs and their effectiveness for Hispanic youth by disaggregating the data from the Educational Testing Service's 1980 Survey of Career Information Systems in Secondary Schools. Despite the limitations of the study due to small sample size, the unrepresentative number of Hispanics included, and the omission of Puerto Rico, results indicated that Hispanic students tend to have a different experience with career education than do Blacks or Whites. Student data indicated that Hispanics, especially females, sought career information from counselors and parents less than did Blacks or Whites and that they turned to teachers, friends, and other resources more than Whites. They also sought different kinds of information. School data indicated that schools with high Hispanic enrollments were more likely to have career education directors, school-made career materials, and Spanish-language career materials, and less likely to have access to computer terminals. Field reviewers recommended changes in the structure of career information systems and delivery of services; the role, training, and selection of counselors; the type of materials and resources selected; and the type and degree of parental involvement. Participants in a National Council of La Raza symposium called for more research. (SB)

ED 238 664 RC 014 548

Dreier, William H.

Presidents and Publications of the Rural Education Association, 1908 to 1983.

PUB DATE- Oct 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Educational History; *National Organizations; Newsletters; Organizational Change; *Presidents; *Professional Associations; *Publications; *Rural Education; Yearbooks

IDENTIFIERS- Organizational History; *Rural Education Association

A brief history of the Rural Education Association (REA) precedes a listing of presidents and publications of the REA under the different names and affiliations it has had since 1907. Yearly listings note 77 REA presidents and their institutional affiliations, as well as 23 presidents of the Division of County and Intermediate Unit Superintendents (CIUS) between 1946 and 1969, and the locations of annual meetings. Publications listings include title and editor for 17 yearbooks published between 1938 and 1959 and 27 other publications that appeared between 1940 and 1979. Some yearbook titles are "Newer Types of Instruction in Small Rural Schools" (1938), "Rural Schools and the War" (1944), "The Rural Supervisor at Work" (1949), "Pupil Transportation" (1953), "Teaching in the Small Community" (1956). Other publications include titles such as "Policy for Rural Education in the U.S." (1940), "Improvement of Rural Life" (1960), "Learning to Plow on a City Street" (1963), and "Inequality: A Portrait of Rural America" (1973). Year and issue with which each took office are given for 15 editors of the "Rural Education News," from 1948 to 1983. (MH)

ED 238 681 SE 041 781

Johnston, Patsy
Mathematics Enrichment: Grade 4. Curriculum Bulletin Number 236.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE- 81
AVAILABLE FROM- Fort Worth Independent School District, 3210 West Lancaster, Fort Worth, TX 76107 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Elementary School Mathematics; *Enrichment Activities; Grade 4; Intermediate Grades; Learning Activities; *Mathematical Concepts; *Mathematical Enrichment; Mathematics Instruction; Mathematics Materials; Puzzles; Reinforcement
IDENTIFIERS- PF Project

Enrichment activities for fourth-grade mathematics are presented. Some of the activities reinforce principles taught in the regular program; others introduce new concepts to challenge students. The activities are divided into the following categories: number pictures; multiplying or dividing by 10, 100, or 1000; tic-tac-toe word problems; map coloring; number tricks; logic puzzles; crossnumber puzzles; letters make words and words make cents (making words out of letters with differing point values); suppressed digits; Victorian arithmetic; graphing; geometric shapes; spatial perception; word problems (advertising puzzles); finding the square root of a number; and number sense (patterns in multiplication and division). Answers to the puzzles and other activities are appended. (DC)

ED 238 787 SO 015 325

Studio in Art. A Comprehensive Foundation Course. Revised Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Aesthetic Education; Art Activities; *Art Education; Art Expression; *Curriculum Development; Evaluation Methods; *Experiential Learning; Fine Arts; Individualized Instruction; Questioning Techniques; Resource Materials; Secondary Education; *Visual Arts; Visual Literacy

Using the resources in this curriculum guide, teachers will be able to develop highly individualized programs of studio experiences that will meet the needs of interested students at all levels of secondary education. The guide suggests that students have direct contact with the various forms, dimensions, and media of the visual and plastic arts. It presupposes the availability of a studio, ready access to genuine works of art through galleries, museums, and institutes, and, if possible, contact with local artists and/or artists-in-residence. The bulk of the guide examines the elements of art, which are defined as space, light, color, form (shape), line, and texture. Following a discussion of each of these elements, student studio activities are suggested, resource materials which can be used in the activities are listed, possible discussion topics are recommended, and evaluation techniques are described. The guide also suggests areas of study for ancient art, medieval art, renaissance art, American art, and modern art; discusses the nature of art; and contains a glossary of terms. It concludes with a listing of selected sources of materials and services. (RM)

ED 238 831 SP 022 592

Sparks, Georgea Mohlman
Highlights from Research on Staff Development for Effective Teaching.
PUB DATE- Nov 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- Educational Research; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Literature Reviews; *Program Development; *Staff Development; Teacher Education Programs; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Studies comparing various models or processes of staff development are rare. While it is not possible to state conclusively that one inservice design is superior to another, we can put together the many pieces of research reviewed here to make some general recommendations about staff development programs for more effective teaching. 1. Select content that has been verified by research to improve student achievement. 2. Create a context of acceptance by involving teachers in decision making and providing both logistical and psychological administrative support. 3. Conduct training sessions (more than one) two or three weeks apart. 4. Include presentation, demonstration, practice, and feedback as workshop activities. 5. During training sessions, provide opportunities for small-group discussions of the application of new practices and sharing of ideas and concerns about effective instruction. 6. Between workshops, encourage teachers to visit each others' classrooms, preferably with a simple, objective, student-centered observation instrument. Provide opportunities for discussions of the observation. 7. Develop in teachers a philosophical acceptance of the new practices by presenting research and a rationale for the effectiveness of the techniques. Allow teachers to express doubts about or objections to the recommended methods in the small group. Let the other teachers convince the resisting teacher of the usefulness of the practices through "testimonies" of their use and effectiveness. 8. Lower teachers' perception of the cost of adopting a new practice through detailed discussions of the "nuts and bolts" of using the technique and teacher sharing of experiences with the technique. 9. Help teachers grow in their self-confidence and competence through encouraging them to try only one or two new practices after each workshop. Diagnosis of teacher strengths and weaknesses can help the trainer suggest changes that are likely to be successful--and, thus, reinforce future efforts to change. 10. For teaching practices that require very complex thinking skills, plan to take more time, provide more practice, and consider activities that develop conceptual flexibility. (Author)

ED 238 877 SP 023 651

Carson, Joan C.; Carson, Peter
Any Teacher Can! Practical Strategies for Effective Classroom Management.
REPORT NO.- ISBN-0-398-04867-3
PUB DATE- 84
AVAILABLE FROM- Charles C. Thomas, 2600 S. First Street, Springfield, IL 62717 ($19.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Administrator Role; *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Elementary Secondary Education; Legal Responsibility; Negative Reinforcement; Positive Reinforcement; Student Behavior; Student Motivation; *Teacher Behavior; *Teacher Effectiveness

Utilizing a behavioral approach to classroom management, this book provides effective methods for preventing and remediating student misbehaviors. These tested and proven management strategies are highlighted with actual case studies of behavior problems involving average and exceptional students from elementary and secondary settings. Teacher, administrator, and parent behaviors; management of various school environmental factors; problems associated with over-reliance on punishment; and related legal, ethical, and humanitarian considerations are detailed. Sections are included on becoming an effective classroom manager, preventing behavior problems, and applying behavior management strategies to manage classroom behavior. (JD)

ED 238 577 PS 014 075

Isenberg, Joan; Jacob, Evelyn
Playful Literacy Activities and Learning: Preliminary Observations.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Learning Experience; *Literacy; *Play; *Preschool Children; Preschool Education; *Pretend Play; Reading Readiness; Social Behavior; Writing Readiness

A week-long exploratory observational case study of two white middle class girls (4 years, 9 months of age) investigated how children incorporate reading and writing literacy skills and knowledge of literacy artifacts into their play activities. Also examined was the role these play activities have in the development of literacy. Data were collected through focused nonparticipant observations of children's preschool activities, parent observations, and informal discussions. Results indicated that each girl engaged in playful literacy activities in both pretend and nonpretend contexts. When new information about literacy artifacts was presented, the girls gradually incorporated parts of that information into their play. This new information was eventually consolidated into larger units of play behavior and then repeated several times. When play concerned familiar or known information, subjects voluntarily elaborated and extended that information into new contexts. Whether or not the girls incorporated new information or elaborated on known information seemed to be related to the saliency of the information and their current level of skill development. Preliminary data raised questions about the role of play in children's learning of literacy. (Author/BJD)

ED 238 595 PS 014 140

Jordan, K. Forbis

Comparison of Recommendations from Selected Education Reform Reports.

Library of Congress, Washington, D.C. Congressional Research Service.

PUB DATE- 23 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Academic Standards; College Admission; Curriculum; Disadvantaged; Educational Administration; *Educational Change; *Educational Improvement; Elementary Secondary Education; Federal Government; Government Role; Higher Education; Program Implementation; School Community Relationship; Special Education; Teacher Improvement

Recommendations of five reports for improving American public elementary and secondary education are listed in a format enabling comparisons to be made with respect to 11 major categories and numerous subcategories. Included are recommendations of the reports from the National Commission on Excellence in Education, the Twentieth Century Fund, the Education Commission of the States, the National Science Board, and the Carnegie Foundation for the Advancement of Teaching. The 12 major categories include curriculum; programs for special populations, college entrance requirements, performance standards for students, teachers, leadership and management, fiscal support, federal role, implementation plan, business/education partnerships, and sponsorship and membership of the groups producing the reports. (RH)

ED 238 712 SE 043 691

Pellegrini, Julius
Science: Conservation--Ecology. Bulletin No. 341.
Beloit Public Schools, Wisc.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Pollution; Classification; *Conservation (Environment); Conservation Education; Course Descriptions; *Ecology; Environmental Education; High Schools; Nuclear Energy; Physical Environment; Science Education; Science Instruction; *Secondary School Science; Teaching Methods; *Water Pollution; *Wildlife

Presented in this course guide are seven units of study focusing on: (1) animal identification; (2) environmental testing; (3) ecological concepts; (4) wildlife abuse, depletion, and extinction; (5) water pollution; (6) air pollution; and (7) nuclear energy and the environment. Each unit includes a general objective, followed by specific objectives correlated with a content outline, daily instructional strategies, references and materials, and evaluation methods. A suggested time sequence for the units is also provided for the 18 week course. It is indicated that the units on animal identification and environmental testing are to be taught in conjunction with each other, first if the course is taught during the fall semester and last if the course is taught during the spring semester. (JN)

ED 238 742 SO 014 868

Hanson, Deroy L.
Convention Problems - 1787.
PUB DATE- 7 Jul 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civics; *Constitutional History; Educational Games; Grade 8; Junior High Schools; *Role Playing; Secondary Education; *Simulation; Teacher Developed Materials; United States Government (Course); *United States History
IDENTIFIERS- PF Project

Designed to motivate eighth-grade civics students in the study of the United States Constitution, this game is intended to simulate the basic problems faced by the delegates to the Philadelphia Convention of 1787. The four parts of the game introduce the governmental concepts of the bicameral legislature, the executive branch, the judicial branch, and the Electoral College. Each game part, which can be role played by 15 to 67 students and which requires simple parliamentary or group discussion skills, is designed to be played within one class period. Instructions for play are given along with the needed materials: (1) profile cards and prepared speeches for President George Washington and Benjamin Franklin; (2) profile cards for 13 state delegations; (3) blank "Constitution of the United States"; and (4) voting record sheet. Instructions for making name cards for each state delegation are also given. (EM)

ED 238 803 SO 015 349

Brown, Jeffrey L., Comp.; Gotsch, Paula, Comp.
Coalition Building for Global Perspectives: A Process and Resource Manual.
New Jersey Consortium for Global Education, Montclair.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
AVAILABLE FROM- Princeton Regional Schools, Attention: Lloyd Taylor, P.O. Box 711, Princeton, NJ 08540-0711 or Global Learning, Inc., 40 South Fullerton Ave., Montclair, NJ 07042.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Global Approach; Guidelines; Interdisciplinary Approach; *International Education; *International Studies; Program Descriptions; State Programs; World Affairs
IDENTIFIERS- New Jersey

Arranged in four parts, this manual describes the experience of th New Jersey Consortium for Global Education in organizing a statewide project to increase emphasis on international education in the classroom. Part 1 charts the history of the consortium and includes background of global education in New Jersey, components of the grant proposal to the U.S. Department of Education, and programming problems. Part 2 contains the rationale and guidelines for the consortium development. The leadership seminars and summer institutes offered as part of the consortium project are summarized in part 3. Resources found to be particularly useful in seminars, as well as sample agendas, announcements, correspondence, and an evaluation instrument are provided. Information on four global

education summer institutes for K-12 teachers consists of course descriptions, objectives, teaching methods, requirements, readings, and lists of print and media materials. Part 4 contains a list of resource developers and suppliers and a selected bibliography. A summary evaluation, consortium membership roster, consortium rules, and two readings on global education are provided in the appendices. (LP)

ED 238 487 JC 840 015

Faculty Compensation Study, 1982-83.
Johnson County Community Coll., Overlend Park, KS. Office of Institutional Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- Class Size; *College Faculty; Community Colleges; *Faculty Workload; Fringe Benefits; Full Time Faculty; Librarians; National Surveys; Part Time Faculty; Questionnaires; School Counselors; *Teacher Characteristics; *Teacher Employment Benefits; Teacher Salaries; Teaching Load; Two Year Colleges

A national study of faculty compensation, fringe benefits, and workload policies was conducted by a joint committee of faculty and administrators at Johnson County Community College (JCCC). On the basis of size, comparability with JCCC, and judgment of committee members, 53 colleges in 21 states were selected for the survey. Study findings, based on responses from 22 institutions, included the following: (1) the colleges had an average headcount enrollment (in Fall 1982) of 7,495 students, average general/educational expenditures (in 1982-83) of $12,906,000, an average service area population in 1980 of 267,666 residents, and had been in operation an average of 23 years; (2) the colleges employed an average of 149 full-time instructors, 233 part-time instructors, 8.9 counselors, and 3.8 librarians; (3) faculty at 9 of 20 responding colleges were represented by a union or professional association; (4) the average faculty salary was $24,802 per academic year; (5) the majority of the colleges used a flat rate to determine faculty overload and summer compensation; (6) 86.4% of the colleges offered employee medical insurance, 68.2% dental insurance, 72.7% life insurance, and 50% employee tuition reimbursement; (7) the average workload for those teaching lecture classes was 15.1 credit hours; while for those teaching lab/studio classes, the average workload was 13.2 credit hours; and (8) the average class size was 20.4 students. The survey instrument is appended. (HB)

ED 238 502 JC 840 034

Strang, William A.; And Others
The Economic Impact of Madison Area Technical College-Area Vocational Technical and Adult Education District No. 4 Programs on the Local Economy.
Madison Area Technical Coll., Wis.; Wisconsin Univ., Madison. Graduate School of Business.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Benefits; Economic Research; *Expenditures; Full Time Students; Part Time Students; Questionnaires; *School Business Relationship; *School Community Relationship; School Personnel; Technical Institutes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Economic Impact; Economic Impact Studies

Results of a study of the economic impact of Madison Area Technical College and the District 4 Area Vocational, Technical, and Adult Education (VTAE) programs on the local economy are presented in this report. Chapter 1 outlines the purpose, scope, and methodology of the study, and assesses the productivity/income, financial, and economic development effects of VTAE District 4. Chapters 2 through 5 detail the economic impact of the expenditures of the District 4 campuses (via wages and salaries, payroll taxes, purchases of supplies and equipment, student loans, and scholarships); of faculty and other employees; and of the over 50,000 full-time and 37,700 part-time students attending District 4 campuses in fiscal year 1980-81. Finally, the report provides a summary of total dollar flow to the District 4 economy, indicating: (1) a total $71.3 million went to local businesses directly because of the VTAE program; (2) finance, insurance, and real estate were the greatest beneficiaries of the presence of the District's VTAE program; (3) $2.6 million in local government revenues came from the colleges' students and staff; (4) an estimated $2.4 million went to services provided by local households and to local charitable and not-for-profit institutions; (5) using conservative income multipliers, it was estimated that the District 4 economy derived $169 million of sales as a result of the District 4 VTAE program. Student and employee survey forms are appended. (HB)

ED 238 530 PS 013 638

Dorman, Gayle; And Others

Conference Series on Early Adolescence: Living with 10- to 15-Year-Olds; Parents and Young Adolescents: Talking about Sex; Risk-Taking Behavior and Young Adolescents; and Understanding Early Adolescence: An Overview.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

PUB DATE- 82

AVAILABLE FROM- Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($45.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adolescent Development; *Adolescents; *Family Relationship; Guidelines; Individual Characteristics; Interpersonal Communication; Parent Child Relationship; Parent Conferences; Parer Education; *Parent Workshops; *Program Development; Resource Materials; Risk; *Sexuality

IDENTIFIERS- *Early Adolescents; PF Project; *Risk Taking Behavior

Guidelines and resources for a four-part conference and workshop series on parent education for parents of early adolescents (ages 10-15) are presented. Each part of the series is intended to be a one-day conference containing a keynote address and three workshops Workshop topics included in the four parts are: (1) Living with 10- to 15-Year Olds: family life, establishing rules and limits, and problem areas; (2) Talking about Sex: parental attitudes, information and resources for parents, and communicating with young adolescents about sex; (3) Risk-Taking Behavior and Young Adolescents: understanding young adolescents, understanding young adolescents and risk-taking behavior, and alternatives to dangerous risk-taking behavior; and (4) Understanding Early Adolescence: overviews of family interaction, sexual development, and risk-takin behavior. The four parts are covered in separate sections which include objectives, guidelines for the keynote addresses and workshops, handouts, background readings, evaluation forms, and bibliographies of recommended readings for adults and adolescents. General guidelines are also offered for planning the series as a whole. The appendices include planning guidelines, logistics, and schedules for each day of the conference series; guidelines for publicity including sample news releases and flyers; and training materials for workshop leaders. (DC)

ED 238 545 PS 014 002

Strom, Robert; Strom, Shirley
Redefining the Grandparent Role. Office of Parent Development International Research and Development Reports.
Arizona State Univ., Tempe. Coll. of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Continuing Education; *Grandparents; Middle Aged Adults; Older Adults; *Parent Child Relationship; *Self Actualizati

There is considerable evidence that older people are interested i self-improvement, especially as it affects their status within the family. However, grandparents have been replaced by an array of professional advisors and surrogates. Their loss of obligation has left them with an ambiguous role. Families do a disservice to grandparents by alleging their importance and then failing to use their talents. "Exploring the Grandparent Role," a program designed to support grandparents, consists of 10 weekly sessions for men and women of various ages, ethnic backgrounds, and income levels. Program curriculum components include (1) sharing feelings and ideas, (2) asking better questions, (3) improving storytelling, (4) self-evaluation, and (5) volunteer service. The curriculum also examines customary grandparenting practices that need revision as

well as new functions yet to be accepted. (BJD)

ED 238 560 PS 014 029

Saracho, Olivia N., Ed.; Spodek, Bernard, Ed.
Understanding the Multicultural Experience in Early Childhood Education.
National Association for the Education of Young Children, Washington D.C.
PUB DATE- 83
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEY Publication #125, $5.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) Non-Classroom Use (055)
DESCRIPTIONS- American Indians; Asian Americans; Blacks; Childrens Literature; Cognitive Style; Community Involvement; *Early Childhoo Education; *Educational Practices; *Ethnic Groups; Ethnic Stereotypes; Higher Education; *Instructional Materials; Mexican Americans; *Multicultural Education; Parent Participation; Puerto Ricans; Racial Bias; School Role; Second Language Learning; Sex Bias; *Teacher Education; Teaching Methods

Chapters in this book are organized into sections devoted to (1) the nature of multiculturalism in children, (2) educational practices and materials, and (3) issues in preparing early childhoo educators. The first four chapters in section 1 focus, respectively, on Mexican-American culture; the roots, culture, and learning styles of Black children; the use of the American Indian oral tradition with young children; and early education for Asian-American children. The fifth chapter in this first section discusses researc findings concerning second language acquisition in early childhood. Chapters in section 2 explore classroom methods and materials for multicultural education, provide examples of racism and sexism in children's literature, suggest ways of counteracting racial and sex bias, and offer guidelines for successfully involving parents and the community in multicultural programs. Preparing teachers for multicultural classrooms and the role of educational institutions i human services delivery are discussed in section 3. (RH)

ED 238 609 RC 014 328

Burns, Julie; Bialosiewicz, Frank
Road-to-Birth Game. Technical Note No. 24.
Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Ross Labs., Columbus, Ohio.
REPORT NO.- ISBN-0-932288-71-5
PUB DATE- 83
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Adult Education; *Developing Nations; *Discussion (Teaching Technique); *Educational Games; Females; Foreign Countries; Health Education; Mothers; Nonformal Education; *Pregnancy; *Prenatal Influences; *Role Playing; Rural Education; Simulation; Teaching Methods
IDENTIFIERS- *Guatemala

Intended to help pregnant women in Third World regions acquire the attitudes and skills necessary to help them maintain their health and that of their unborn children, the game uses role playing and simulation to stress the importance of prenatal care, teach the recognition and treatment of common pregnancy problems and danger signals, and encourage the discussion and analysis of health factors such as undernourishment, anemia, and fatigue. The game consists of a reproducible game board and drawing cards, a die or spinner, markers, beans, a content outline, and a guide for discussion, and it includes directions for players and educators, ideas for effective use of the game, and options for the presentation of the information. The game was developed for the rural women served by the government health center in Ciudad Vieja, Guatemala, where prenatal attendance at the clinic improved after women played the game. Educators can easily adapt the game to fit the needs of women in different areas of the Third World. (SB)

ED 238 637 RC 014 509

Frame, Laurence
SOCK Language. English as a Second Language.
PUB DATE- 83
AVAILABLE FROM- Sports Curriculum, 841 N. Monroe St., San Jose, CA 95128 ($15.00; 10-19 copies, $13.00 each; 20 or more copies, $12.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Elementary Secondary Education; *English (Second Language); Grammar; Higher Education; *Language Arts; Language Skills; *Learning Activities; Multicultural Textbooks; Phonics; *Second Language Instruction; *Soccer; *Spanish Speaking; Teaching Guides; Verbs
IDENTIFIERS- Central America; Mexico; South America

The manual includes teacher instructions and learning activities for a transitional, bilingual program of English as a Second Language (ESL). The program, which is aimed at elementary to college-age Spanish-speaking students from Mexico, Central America, and South America, uses soccer as a motivating cultural force. The ESL program is designed to be used in conjunction with "SOCMATICAS," a bilingual, multicultural, English/Spanish maintenance curriculum. The manual includes a progression of learning activities focusing on oral language development, intermediate level language skills, and oral verb tenses. It includes a section on phonetic interference and a cross reference to activities in the "SOCMATICAS" curriculum. Appendices include transparency masters, student information sheets, pre- and post-tests, sample individualized programs, and various learning activities. (SB)

ED 238 727 SE 043 748

VanLehn, Kurt
Felicity Conditions for Human Skill Acquisition: Validating an AI-Based Theory. Cognitive and Instructional Sciences Series.
Xerox Corp., Palo Alto, CA. Palo Alto Research Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- CIS-21
PUB DATE- Nov 83
CONTRACT- N00014-82C-0067
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Algebra; *Artificial Intelligence; Cognitive Development; *Cognitive Processes; Computer Programs; Elementary Secondary Education; Error Patterns; Fractions; Language Patterns; *Language Processing; Learning; *Learning Theories; Linguistic Performance; *Mathematics Education; Mathematics Instruction; *Skill Development; Subtraction
IDENTIFIERS- *Mathematics Education Research

A theory of how people learn certain procedural skills is presented. It is based on the idea that the teaching and learning that goes on in a classroom is like an ordinary conversation. The speaker (teacher) compresses a non-linear knowledge structure (the target procedure) into a linear sequence of utterances (lessons). The listener (student) constructs a knowledge structure (the learned procedure) from the utterance sequence (lesson sequence). Speakers unknowingly obey certain constraints, called felicity conditions or conversational postulates, which help listeners construct an appropriate knowledge structure. This research has shown that there are felicity conditions on lesson sequences that help students learn procedures. Three felicity conditions were discovered, forming the central hypotheses in the learning theory, which was embedded in a model, a large computer program using artificial intelligence (AI) techniques. The model's performance was compared to data from several thousand students learning to subtract multidigit numbers, add fractions, and solve simple algebraic equations. A key criterion for the theory is that the set of procedures that the model "learns" should exactly match the set of procedures that students actually acquire. Both testing the predictions and arguing for the validity of the theory are included in the report. (Author/MNS)

ED 238 757 SO 015 130

Braden, Nancy
No City Is an Island: The Study of Interdependence.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agriculture; Awards; Banking; Budgets; Business; City Government; Community Characteristics; Community Planning; *Community Study; Economic Factors; *Economics Education; Entrepreneurship; Grade 5; Income; Intermediate Grades; Learning Activities; *Local Issues; Monetary Systems; Program Descriptions; Resources; School Community Relationship; Specialization; Taxes;

Teacher Developed Materials; Units of Study
IDENTIFIERS- Arkansas (Barling); *Interdependence

In this award winning project for incorporating economics study into the curriculum, a fifth grade class studied economic interdependence as it applied to their community (Barling, Arkansas). Class readings of several books dealing with the development of an economic community preceded the students' creation of a mini-Barling with elected officials and regularly scheduled board meetings. Students chose to study four aspects of their community's economic structure: household economics, the business world, financial institutions, and government. Learning activities for each of these topics included: surveying class and community characteristics, analyzing the town's economic sectors, and locating the town's goods and services (household economics); studying retail business, analyzing income, and comparing agriculture, services, and industry (business world); researching the functions of money and banks (finance); and studying social decision making, analyzing the school's organization, examining various types of taxes, and researching the town's budget (government). A variety of strategies such as research projects, bulletin boards, group discussion, and guest lectures was used within each topic. As a culminating activity, students created a filmstrip of a town council meeting. Appendices include a bibliography and copies of classwork. (LP)

ED 238 772 SO 015 211

Local Government: A Resource and Activity Guide.
Cortland-Madison Board of Cooperative Educational Services, Cortlan
N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- City Government; Curriculum Guides; *Governmental Structure; Learning Activities; *Local Government; *Politics; Puzzles; Resource Materials; Secondary Education; Social Studies; Vocabulary Development
IDENTIFIERS- PF Project

This guide presents learning objectives, background information, activities, vocabulary, and word-search puzzles on local government and politics for junior high and high school. Although it is intended for use in New York schools, much of the material should b adaptable to any state. Topics covered are: (1) types and functions of government; (2) division and structure of local government; (3) structure and services of county government, county legislature operation, and weighted voting; (4) town, city, and village government; (5) modes of legislation for local government; (6) courts and local law enforcement agencies; (7) finance and budgeting; (8) special districts; (9) zoning and planning; (10) political party structure; (11) political campaign techniques; and (12) parliamentary procedure. Also included are a glossary of vocabulary words and lists of titles of supplemental materials, films, and videocassettes. (DC)

ED 238 817 SO 015 379

Maxey, Phyllis F.
The Desolate Desert Controversy: Should Presto Power Company Build a Nuclear Plant? Instructor's Guide and Student Materials. A Business-in-the-Classroom Lesson Plan.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 79
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Business; Conflict Resolution; Controversial Issues (Course Content); Decision Making; *Energy; Energy Occupations; Environment; Government Role; Instructional Materials; Learning Activities; *Nuclear Energy; *Nuclear Power Plants; *Power Technology; Public Agencies; Radiation; Secondary Education; *Simulation; Skill Development; Units of Study
IDENTIFIERS- *Business and Society; Regulatory Agencies

One of a series of units designed to acquaint secondary school students with business issues, this packet focuses on the complex and controversial topic of energy technology. In a 5-day simulation, students play the roles of energy commission members, and business, local, and public interest group witnesses who must determine whether to build a nuclear power plant in the desert surrounding a growing urban area. By gathering and analyzing information on nuclear power, providing and weighing testimony, and considering the options and consequences of various types of energy generation, students not only gain knowledge about this timely issue, but also have the opportunity to examine their own values and attitudes, and practice decision-making skills. Teacher and student materials are provided in two separate sections. The teacher's guide contains an overview, objectives, preparation instructions, a background reading of the actual case on which this simulation is based, and student handouts for the simulation. Also provided are five lesson plans detailing the introduction, instructions, procedure, and debriefing for the simulation. Student materials consist of a reading which introduces the problem, a reading which describes the workings of a nuclear power plant, introductory discussion questions, a fact sheet and vote sheet for use during the simulation, and a decision-making guide. (LP)

ED 238 847 SP 023 480

Ross, Saul
Cartesian Dualism and Physical Education: Epistemological Incompatibility.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Abstract Reasoning; Cognitive Processes; Deduction; *Epistemology; Fundamental Concepts; *Human Body; *Learning Theories; Logical Thinking; *Philosophy; *Physical Education; Schemata (Cognition)

IDENTIFIERS- *Descartes (Rene)

Two questions arise in examining the implications of physical education: Is physical education an education of the physical? and Is physical education an education through the physical? In these two questions there are two distinct points of view, two different ways of understanding the meaning, scope, and aim of education, two conceptions of man, and two implicit epistemological theories. Addressing these questions, this paper presents an analysis of the philosopy of Descartes, who voiced the clearest articulation of the dualistic conception of man. One of the central doctrines of Cartesian Dualism is that there is a real distinction between mind and body, though they are intimately connected. Descartes' epistemological position is that there is no conceptual connection between any "thought" or mental occurrence and any physical occurrence. An analysis of his position shows that there cannot be such a thing as physical education, whether it is interpreted as education of the physical, or as education through the physical. The analysis also shows that under the Cartesian thesis, the common notion of education as a process, and as an institution that is generally understood to involve teachers and students, cannot be. Under an integrated, unified model of man, physical education is not education of the physical nor is it education (of the mind) through the physical, but it is the education of the person. (JD)

ED 238 863 SP 023 600

Walla, Kay; Wendel, Robert
A Model for Computer Literacy Staff Development in Teacher Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Literacy; *Education Majors; Faculty Development; Higher Education; Inservice Teacher Education; *Microcomputers; Preservice Teacher Education; Program Development; Program Effectiveness; *Program Implementation; *Schools of Education; Teacher Educator Education; *Teacher Educators
IDENTIFIERS- *Miami University OH
In the 1980s, American educators face a leadership challenge in a society which is in the process of converting from an industrial to an information based economy. The Educational Computer Consortium of Ohio has provided a network for teachers to learn about and share computer uses and public domain software. In the spring of 1980, the Department of Teacher Education at Miami University (Ohio) developed four computer literacy goals: (1) all faculty in the Teacher Education Department would become computer literate; (2) all faculty would implement computer applications into disciplines they taught; (3) all teacher education students would be computer literate when they graduated; and (4) the department of teacher education would develop a microcomputer center to serve its preservice and inservice students and teachers. Computer awareness activities provided the first steps toward meeting these goals. As implementation of the department goals progressed, a series of planned staff development seminars were held. Other additional computer activities occurred during this phase, including the development of a microcomputer course for upper level and graduate teacher education students. By the fall of 1983, the department of education faculty had incorporated computer activities into methods coursework, increased their own knowledge of computer usage, developed a software library, and provided leadership and equipment in the development of a divisional microcomputer laboratory. (JMK)

ED 238 516 PS 013 619

Decisions about Roles. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; *Decision Making Skills; Instructional Materials; Junior High Schools; Middle Schools; Resource Materials; *Role Perception; *Self Concept; Sex Fairness; *Sex Role; *Sex Stereotypes; *Social Studies; Teaching Guides; Teaching Methods; United States History; Units of Study
IDENTIFIERS- PF Project; Twentieth Century

This unit, one of six which comprise the Fair Play program, is designed to broaden understanding of roles and improve students' abilities to make decisions about roles. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of this guide consists of the student guide which contains 20 lessons organized into four parts: (1) introduction to the concept of role and the forces that influence role definition; (2) investigation of work, family, and citizenship roles in the early 1900's; (3) study of how roles have changed in the twentieth century; and (4) an opportunity to make personal and group role decisions. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

ED 238 596 PS 014 142

Dougherty, Van
State Programs of School Improvement, 1983: A 50-State Survey.
Working Paper No. 1.

Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-I-83-1
PUB DATE- Oct 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Curriculum Development; Education; *Educational Development; *Educational Improvement; Educational Planning; *Educational Quality; Elementary Secondary Education; National Surveys; *Public Education; *School Effectiveness; *State Programs; State Surveys; Technical Assistance
IDENTIFIERS- Accreditation Standards; Mandated Tests; Program Dissemination Assistance; Program Review

In 1982, the Education Commission of the States conducted an initial survey of school improvement programs to document state efforts to improve the quality of education in the public schools. Based on a new survey conducted in June and July of 1983, this paper updates the earlier survey and describes state-level school improvement activities begun in 1983. Preceding the descriptions of state programs, introductory material indicates general characteristics of the school improvement initiatives. A table illustrates state activities in nine areas of program provision: school improvement programs, effective schools projects, district/school planning requirements, local instruction program review, new curriculum development efforts, new accreditation standards, dissemination or adoption assistance, technical assistance through intermediate units, and statewide mandates for student testing. (RH)

ED 238 623 RC 014 489

Grossman, Herbert

What Counselors, Educators and Psychologists Should Know about the Hispanic Culture in Order to Work More Effectively with Hispanic Exceptional Students and Their Parents.

San Jose State Univ., CA. Dept. of Special Education.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- Aug 83

GRANT- 43-3651-X972-82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Anglo Americans; Comparative Analysis; Counseling Techniques; Counselors; *Cultural Awareness; *Cultural Traits; Elementary Secondary Education; Exceptional Persons; *Hispanic American Culture; Hispanic Americans; Opinions; Parents; Psychologists; Questionnaires; *Research Methodology; *Special Education; Teachers; Teaching Methods

A 400-item questionnaire was designed to provide information on tw outstanding research questions: whether a describable Hispanic culture exists in the United States, and if so, what special cultural characteristics should be taken into account in identifying and educating Hispanic exceptional students. English and Spanish versions of the questionnaire, developed with data collected from pertinent literature and from a large group of Hispanic professionals involved in educating or preparing teachers to educate Hispanic exceptional children, were distributed to 1,336 self-selected parents and professionals. The 469 respondents from 21 states and 2 foreign countries included 292 Hispanics. Among the 469 respondents were 398 professionals (educators, special educators, psychologists, counselors), 31 students, and 22 parents. Hispanic and non-Hispanic professionals agreed that a describable Latin American culture exists as do cultural common denominators for Hispanics in the same socioeconomic class. They agreed that, presented appropriately, such cultural information could be useful in preparing professionals to work with Hispanic exceptional students. While Hispanic professionals agreed on those traits characterizing Hispanics, non-Hispanic professionals either did not know if the traits were characteristic or identified other traits instead. Results indicated that preservice and inservice training should help make professionals culturally literate. (SE)

ED 238 651 RC 014 528

Bhola, H. S.
Evaluating Development Training Programs. (A Practical Manual for Trainers of Development Workers and Change Agents in the Third World).

German Foundation for International Development, Bonn (West Germany).

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Books (010)
DESCRIPTIONS- *Change Agents; Community Development; Data Analysis; Data Collection; Definitions; Developing Nations; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Improvement Programs; Material Development; Models; Professional Training; *Program Evaluation; Rural Development; *Staff Development; Technical Writing; *Training Methods; Training Objectives
IDENTIFIERS- *Development Education

A manual for trainers of development workers and change agents in the third world provides guidelines for evaluation of development training programs. Chapters define evaluation, present a general model of development, and discuss evaluation in development training programs. Designing training systems for development workers and change agents, asking evaluation questions, making evaluation agendas, writing formal proposals for evaluation studies, and monitoring and quick appraisals are covered in subsequent chapters. Naturalistic and scientific paradigms of evaluation, concept analysis, change indicators, quality standards, and evaluation tools and instruments are discussed. Other chapters detail product evaluation (pre-testing of instructional and training materials), designing evaluation studies, and the concept of design in naturalistic evaluation. Implementing evaluation studies is discussed in connection with problems of data collection in the real world. Processes and techniques of data analysis and statistics for evaluators of development training programs are covered. Guidelines for writing evaluation reports are given. A final chapter discusses politics of evaluation and evaluation standards. An appendix covers history and use of the Action Training Model. A bibliography presents sections on training design (26 entries), evaluation models and techniques (65), and evaluation of training and development (31). A glossary defines relevant terms. (MH)

ED 238 665 RC 014 550

Silva, Santiago
College Assistance Migrant Program Performance Report, 1982-1983.
Pan American Univ., Edinburg, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 21 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Academic Achievement; *College Freshmen; College Role; Counseling Services; Grade Point Average; Higher Education; *Migrant Adult Education; Migrant Programs; Migrant Youth; *Program Effectiveness; Program Evaluation; Self Concept; Staff Development; *Student Educational Objectives; Student Financial Aid; Student Recruitment; Study Skills; *Tutorial Programs
IDENTIFIERS- *College Assistance Migrant Program; *Pan American University TX

During fiscal year 1983, the College Assistance Migrant Program (CAMP) at Pan American University (PAU) in Edinburg, Texas, which helps students from low-income migrant families attend college, served 174 freshmen selected from 200 applicants recruited from 25 high schools. CAMP provided each student with a $309 scholarship per semester, and staff helped students find other financial aid. Tutoring and counseling services produced positive results with CAMP students: 93% attended weekly tutoring sessions; 92% participated in a 10-week Study Skills course (which 90% completed successfully); and 12% participated in self awareness retreats, 24% in intramural activities, and 12% in cultural awareness activities. Year-end overall grade point average for CAMP students was 2.07, compared with 1.93 for non-CAMP PAU freshmen. Six CAMP students were inducted into the PAU Honor Society, five received Joseph Mattera Foundation Scholarships for migrant children, four were in "Who's Who among Students in American Colleges and Universities," one was recognized as an Exemplary Migrant, and one was selected by Mobil Corporation for a 1-week internship in New York and possible summer employment. Tables show CAMP students' grades in selected courses, improvement in study skills, grade point averages, and success in courses attempted, as well as CAMP's goals and results. (MH)

ED 238 682 SE 041 782

Johnston, Patsy
Mathematics Enrichment: Grade 5. Curriculum Bulletin Number 237.
Fort Worth Independent School District, TX. Div. of Curriculum Development.

PUB DATE- 81
AVAILABLE FROM- Fort Worth Independent School District, 3210 West Lancaster, Fort Worth, TX 76107 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Elementary School Mathematics; *Enrichment Activities; Grade 5; Intermediate Grades; Learning Activities; *Mathematical Concepts; *Mathematical Enrichment; Mathematics Instruction; Mathematics Materials; Puzzles; Reinforcement
IDENTIFIERS- PF Project

Enrichment activities for fifth-grade mathematics are presented. They are intended to be a continuation of the program started in the fourth grade. Some of the activities reinforce principles taught in the regular program; others introduce new concepts to challenge students. The activities are divided into the following categories: number pictures; tic-tac-toe word problems; logic puzzles; crossnumber puzzles; mathematical word search; metric measurements; coded computations; suppressed digits; magic squares; graphing; geometric shapes; spatial perception; word problems (advertising puzzles); finding the square root of a number; patterns; base ten; base five; base two; and number sense (multiplication and division). Answers to the puzzles and other activities are appended. (DC)

ED 238 698 SE 043 673

Cowles, Kathleen Letcher, Comp.; And Others
Urban Pest Management. Selected Readings.
John Muir Inst. for Environmental Studies, Inc., Napa, CA. Center for the Integration of Applied Sciences.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 83
AVAILABLE FROM- Kathleen Letcher Cowles, Project Coordinator, John Muir Institute for Environmental Studies, Inc., 29 W. High St., (WO), Morgantown, WV 26505
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Animal Behavior; *Animals; Elementary Education; *Entomology; Environmental Education; *Pesticides; *Pests; Physical Environment; Resource Materials; Urban Environment
IDENTIFIERS- *Cockroaches; Head Lice; *Integrated Pest Management; Rodents

These readings provide basic background information on urban integrated pest management and the development of Integrated Pest Management (IPM) programs for the control of rodents, cockroaches, and head lice. IPM is a decision-making process for deciding if pest supprssion treatments are needed, when they should be initiated, where they should be applied, and what strategy and mix of tactics to use. IPM combines a variety of approaches (tools) with which to manage pests. These include human behavior changes, habitat modification, physical controls, biological control agents, and least-toxic chemical controls. Using these techniques, an IPM program maintains the size of a pest population at or below an acceptable level. In addition, the amount of toxic material put into the environment is kept as small as possible. Included in the readings are scientific discussions of IPM as well as graphic handouts that can be reproduced and distributed. A bibliography suggesting more in-depth information and instruction in urban IPM is also included. (JN)

ED 238 788 SO 015 326

Woyach, Robert B.; And Others
Making Decisions: Our Global Connection. Lessons for Teaching

Citizenship Skills and Concepts Using Local Involvement in World Affairs: Grades 8-12.
Columbus Council on World Affairs, OH.; Columbus Public Schools, Ohio.; Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
AVAILABLE FROM- The Columbus Council on World Affairs International Center, 57 Jefferson Ave., Columbus, OH 43215 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizenship Education; Community Study; Cultural Awareness; *Decision Making; English Instruction; *Global Approach; *Interdisciplinary Approach; Language Arts; Learning Activities; Lesson Plans; *Local History; Secondary Education; Stereotypes; Values; World Affairs

Self-contained lessons for use in secondary level social studies, English, and language arts courses will help students understand that they are a part of a global community. Although written for use in Ohio schools, the lessons can easily be adapted for use in other states. Unit 1 shows students how the decisions of people in other countries can affect their lives and their futures, and how their own decisions can affect people of other lands. Examples of activities include having students discuss things they can do to reduce the impact of oil price increases, identify foods used in mid-Ohio which are not produced in the United States, and identify how some Ohio organizations are involved internationally. Unit 2 shows students the ways in which interests, values, stereotypes, and roles affect how people judge international activities. Examples of activities include having students read and discuss materials circulated by specific Ohio organizations involved in international activities and infer goals and objectives from them, and decide where to locate a new factory abroad. Information provided for each lesson includes duration, purpose, objective, background information for teachers, and student materials. (RM)

ED 238 878 SP 023 652

Saif, Philip; Mackall, Philip
Schools and Computers: What to Do and What to Expect.

PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attendance; *Computer Oriented Programs; Computer Programs; *Curriculum Design; *Data Analysis; *Data Processing; Elementary Education; Inservice Teacher Education; Media Selection; *Program Development; Program Implementation; School Role; *Student Records
IDENTIFIERS- *Kendall Demonstration Elementary School DC

The Kendall Demonstration Elementary School (KDES), a national demonstration school for the deaf in the District of Columbia and part of the Gallaudet College system, continuously updates its curriculum. In 1981, a needs assessment confirmed the need for computers in three areas: (1) administrative functions such as attendance, scheduling, and data analysis; (2) educational functions, such as maintaining a student database, monitoring student achievement, and generating individualized education plans; and (3) special support functions such as referral tracking, electronic mail, and word processing. Using these areas as a foundation, the school developed specifications which served as a guide for writing a request for a proposal that was submitted to various hardware and software developers and vendors for bids. KDES placed initial emphasis on the data management aspect of computers. The structure that KDES chose allowed the school to organize its curriculum into a miniumum of three levels and a maximum of six. KDES preparation of student data for entry into a computerized system required organization of information into a hierarchical structure. Once both data bases (curriculum data and student data) were entered into the computer, they were ready to serve as a tool for teachers, resource personnel, and administrators in their daily tasks. Instruction on how to use the system was specific to personnel needs. This paper also includes eight tables and more detailed information on computer implementation at KDES. (JMK)

ED 238 473 JC 830 561

Dennison, John D.; And Others
A Longitudinal Follow-Up Survey of Students from Career/Technical Programs in British Columbia Community Colleges and Institutions.

Summary Report.
B. C. Research, Vancouver (British Columbia).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Progra
Services Div.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Dropouts; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; State Surveys; *Student Attrition; Student Educational Objectives; *Technical Education; Technical Institutes; Technical Occupations; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *British Columbia

A longitudinal follow-up study of career/technical students in British Columbia (BC) community colleges and technical institutes was conducted to determine the number of students who completed, withdrew from, or discontinued their studies; reasons for program non-completion; student opinions of the career/technical programs; and students' educational outcomes and employment patterns. A 30-item questionnaire was mailed to 9,941 former full- and part-time students who had been enrolled in fall 1981 at 17 BC colleges and who, due to graduation or withdrawal, were no longer enrolled in fall 1982. Study findings, based on responses from 4,727 (48%) of those surveyed, revealed that: (1) 41% of the college-age students attended to learn job skills, 20.3% to decide on a career, 12.8% to improve existing skills, and 7.5% for personal interest; (2) 22.5% of the adult students attended college to learn job skills, 35.5% to improve existing skills, 15.3% for personal interest, and 13.5% to complete a certificate; (3) 59% of the students surveyed had work experience related to their program prior to enrollment, and 57% were employed full-time while enrolled; (4) 77% of the respondents were employed at the time of the survey; (5) 24% indicated there was no relationship between their employment and their training, and 22% indicated that their training was not useful to them in performing their job; and (6) family obligations and financial problems were the most frequently cited reasons for withdrawal. (HB)

ED 238 546 PS 014 004

Park, Seong Hwan

The Identification of Factors Related to Childrearing Expectations of Korean-American Immigrant Parents of Preschool Children.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- *Child Rearing; Demography; *Expectation; *Immigrants; *Korean Americans; *Parent Attitudes; *Predictor Variables; Preschool Children; Preschool Education

An attempt was made to identify factors related to the childrearing expectations of Korean-American immigrant parents of preschool children. Subjects were 118 Korean-American immigrant parents who had children 3 through 5 years of age, were natives of Korea, and resided in North Texas. All parents were administered the Parent as a Teacher Inventory (PAAT) and an author-developed questionnaire consisting of 37 demographic items. On the PAAT, parents described feelings about parent/child interaction, their standards for assessing child behavior, and their value preferences and frustrations concerning child behavior. Dependent variables were the five subsets of the PAAT: creativity, frustration, control, play, and teaching/learning. Independent variables were (1) sex of child, (2) family size, (3) sex of parent, (4) age of parent, (5) educational level of parent, (6) income level, (7) language of parent, (8) cultural aspects, (9) length of residence in America, (10) parents' access to child, and (11) racial discrimination. A multiple linear regression was used to determine which independent variables best predicted parent attitudes. Findings indicated creativity and control scores were not significantly related to any of the independent variables, frustration and access to child were significantly related, play was significantly related to sex of parent and length of residence, and teaching/learning was significantly related to sex of parent and educational level. (RH)

ED 238 578 PS 014 076

Bathurst, Kay; And Others

Hand Preference: Cognitive Development, Asymmetry, and Consistency.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Biological Influences; *Cerebral Dominance; *Cognitive Development; *Infants; *Language Processing; Longitudinal Studies; Parents; *Preschool Children; Preschool Education; Reliability
IDENTIFIERS- *Handedness

Reported are results of three studies: (1) Hand Preference Consistency during Infancy and Preschool Years (K. Bathurst and A. W. Gottfried), (2) Asymmetry of Verbal Processing: Influence of Family Handedness (K. Bathurst and D. W. Kee), (3) Consistency of Hand Preference and Cognitive Development in Young Children (K. Bathurst and A. W. Gottfried). Consonant with proportions previously reported for older children and adults, results of the first study reveal a high degree in consistency of hand preference from infancy through the preschool years. Findings imply that the establishment of hand preference may emerge earlier than is currently believed and favor the theoretical view of developmental invariance in functional asymmetry. Results of the second study suggest that, when compard on a measure involving verbal processing, dextral family members show more left hemisphere asymmetry and sinistral family members are more bilateralized. Based on the behavior of 89 children who were either consistent or nonconsistent in hand preference at 18, 24, 30, 36, and 42 months of age, results of the third study indicate that cross-time consistency in drawing hand preference is significantly and pervasively related to intellectual performance for females but not for males. (RH)

ED 238 713 SE 043 692

Undergraduate Professional Education in Chemistry: Guidelines and Evaluation Procedures.

American Chemical Society, Washington, D.C.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Chemistry; *College Science; Computer Literacy; Core Curriculum; Evaluation Methods; Higher Education; Information Retrieval; *Program Evaluation; *Science Curriculum; Science Education; Science Facilities; *Science Programs; *Undergraduate Study

Provided are guidelines for evaluating undergraduate professional education in chemistry. The guidelines summarize an approved program as including: 400 hours of classroom work; 500 hours of laboratory work; a core curriculum covering principles of analytical, inorganic, organic, and physical chemistry; 1 year of advanced work in chemistry or allied fields; and 1 year of physics. Review of a department's program also includes evaluation of: faculty size; teaching loads (maximum- 15 contact hours per week); examinations, syllabi, and student research reports; faculty composition; faculty's professional activities; library collection (minimum- 20 subscriptions to refereed journals and access to Chemical Abstracts); facilities and equipment; budget and administrative structure; textbooks; and placement of graduates. Principal changes from the previous (1977) edition of these guidelines are increased emphases on computer literacy, information retrieval, self-instruction programs, and basic inorganic chemistry (reflected by the movement of the advanced inorganic course from the category of Advanced Courses to the Core Curriculum). Guidelines related to actions after evaluation and re-evaluation, probation and withdrawal of program approval, appeals of adverse evaluation decisions, and procedures for complaints are also provided. (JN)

ED 238 743 SO 014 875

Joiner, Paul D.; Wicks, Raymond E.
Archaeology--You Can Dig It, Too!
Arkansas State Univ., State University.
SPONS. AGENCY- Arkansas Council for the Social Studies, State University.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Ancient History; *Archaeology; *Experiential Learning; *Field Instruction; Guidelines; High Schools; History Instruction; Social Studies
IDENTIFIERS- PF Project

The document describes how high school social studies teachers can replace existing traditional classroom activities with an archaeology field experience. The objectives are to relate the social and physical sciences and to provide evidence not only of spectacular historical events, but also of the daily lives of ordinary people. Although an archaeological dig is often mistakenly viewed as an endeavor only for the highly trained, the document reassures teachers that many workers, often only slightly skilled and barely trained are required to do the work of archaeology (under the supervision of an experienced archaeologist). Planning for an archaeological dig differs from planning any other extended field trip in that students step into the real world of archaeology rather than a simulated situation. The document gives guidelines for selecting an archaeologist and dig site and for preparing students for a dig. Essential equipment and materials, agencies to contact for assistance, and necessary personal items are listed. The final section attends to the educational aspects of developing goals and objectives, planning introductory sessions, assigning student responsibilities, providing structure for learning, and planning summary activities to bring closure to the experience. (LH)

ED 238 773 SO 015 212

Parisi, Lynn
News of the Nation: A Civil War Newspaper Project.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Civil War (United States); *Group Activities; Guidelines; High Schools; *History Instruction; Junior High School Learning Activities; *Newspapers; *News Writing; Small Group Instruction; *Student Projects
IDENTIFIERS- PF Project

Guidelines for two group activities are presented, one for high school and one for junior high school. The purpose of the activities, both of which follow the same format, is to introduce c review causes of the Civil War while reviewing and applying previously acquired skills and information about the newspaper. The procedure is described as follows: (1) classes review newspaper format and writing; (2) classes are divided into groups of four to six students, each assigned to represent a northern or southern newspaper from 1860; (3) groups choose a city and newspaper name; (4) directions are distributed and reviewed; (5) newspapers are created using the library, in-class research, and group work; and (6) groups write letters to the editor of opposing newspapers or discuss differences in presentation of the same event as possible follow-up activities. This guide includes student directions and ar outline of the contents of the newspapers which must contain news coverage, interviews, two feature articles, two editorials, a lett to the editor, and a political cartoon. A 24-item bibliography of suggested resources is appended. (DC)

ED 238 804 SO 015 366

Maxey, Phyllis F.
The Business Environment. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Business Administration; Business Communication; Business Responsibility; Case Studies; Competition; Concept Teaching; *Decision Making; Economics Education; Employees; Instructional Materials; Labor; Learning Activities; Marketing; *Organizational Climate; Secondary Education; Social Influences; Unions; Units of Study
IDENTIFIERS- Business and Society

One of a series of units designed to acquaint secondary school students with business issues, this packet introduces students to the business decision-making environment. Teacher and student materials are provided in two separate sections. The teacher's guide presents an overview, objectives, five detailed lesson plans, answer keys, handouts for student case studies, and recommendations for using a business person as a classroom resource. Student materials contain eight activities to help students understand how business functions. Two readings provide an overview of the business environment and introduce key terms and concepts such as production, distribution, service, corporation, stocks, monopoly, supply and demand, competition, union, and special interests. In a survey, students rank a variety of considerations (profits, safety, productivity, equal opportunity, public interest) according to their importance to American business and conduct interviews on this topic. Five case studies provide students with the opportunity to make business decisions. This unit can be extended by a newspaper research activity in which students apply their knowledge of the business environment to news articles. Concluding the unit is a vocabulary worksheet that reviews key terms and concepts. (LP)

ED 238 832 SP 023 091

Sobeih, Nabil Ahmed Amer
Cultural Crises and Educational Change in Teacher Education:
Challenge of the Eighties and Nineties.
Qatar Univ., Doha. Educational Research Centre.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Civil Liberties; Continuing Education; *Educational
Change; Educational Technology; Futures (of Society); *Global
Approach; Higher Education; Population Growth; *Relevance
(Education); Schools of Education; *Social Change; *Social Values;
Specialization; *Teacher Education Programs; Urbanization

The contribution that education has made to the development of the world and the realization of human ideals is assessed, and the present social situation is analyzed against the background of inherited human values held in common by most people. Major societal changes are pointed out: the population explosion; urbanization; the rise of educational technology; and the growth of specialization. Each of these critical developments is discussed in terms of how it has affected or will affect the nature of teacher education in the coming decade. It is suggested that, in the future, teacher education should place more emphasis on the rights of the individual in order to develop a form of international education that will foster full appreciation of other peoples and other national groups. A new outlook, which is shaped by the nature and structure of moderr society and which unites two main and complementary notions is proposed, involving: (1) continuous close contact with life as it i between schools and real-life situations; and (2) an explicit and thorough acceptance of the ideal of permanent life-long continuing education. A discussion is presented of specific directions schools

of education must take to respond to these needs. (JD)

ED 238 488 JC 840 017

Issues in Dental Hygiene Education and Practice: Perceptions and Concerns of Dental Hygiene Program Administrators.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.; League for Innovation in the Community Coll., Los Angeles, Calif.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Administrator Attitudes; *Allied Health Occupations Education; *Dental Hygienists; Employment Problems; Higher Education; National Surveys; *Occupational Information; Occupational Surveys; Questionnaires

A survey was conducted by the League for Innovation in the Community College and Johnson County Community College to determine the state of the dental hygiene profession. The study sought the opinions of all dental hygiene program administrators in the United States and Canada regarding the principal concerns facing dental hygiene education and the perceived desirability and likelihood of possible developments in the field. Study findings, based on responses from 152 of the 215 administrators surveyed, included the following: (1) 69.8% of the respondents held an associate's degree or certificate program; (2) there was a general agreement that the most pressing educational concerns were academically less-prepared program applicants, fewer applicants, decreasing and inadequate program budgets, and decreasing demand for dental hygienists; (3) of possible developments in the field, increased job satisfaction for professionals, cooperation between hygienists and dentists, and increased representation of hygienists on state dental boards were rated as most desirable; (4) administrators who were dentists tended to be more conservative in their assessment of desirable changes in the field than their colleagues who were dental hygienists; and (5) the respondents viewed an increased emphasis on continuing education, increased representation of hygienists on dental boards, and competition between dentists and hygienists concerning dental care delivery to be most likely. The questionnaire is appended. (HB)

ED 238 503 JC 840 035

Rosen, Mark I.; And Others
Employment and Training Expectations of Employers in Area Vocational,
Technical and Adult Education District 4.
Madison Area Technical Coll., Wis.; Wisconsin Univ., Madison.
Graduate School of Business.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Graduates; *Educational Needs; Employer
Attitudes; Employment Patterns; *Employment Projections; Job
Training; Needs Assessment; Occupational Surveys; Personnel
Evaluation; Questionnaires; School Business Relationship; Technical
Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin

A study was conducted to provide information on how Area Vocationa Technical and Adult Education District 4 could more effectively serve the needs of area employers. The study sought to asssess potential growth or decline in industries, occupations, and skill areas with implications for current and future vocational training programs; and to determine the extent to which employers make use of District 4 graduates and their views of graduates' work habits and occupational preparation. Information was obtained from statewide employment data and projections, a survey of 18 mayors or city managers within District 4 regarding major employment expansion or contraction, and a survey of 899 District 4 employers to obtain information on employment expectations, anticipated training needs, assessment of graduates' effectiveness, and graduate utilization and placement. Study findings included the following: (1) employment levels and training needs in Wisconsin were expected to increase in the last half of the 1980's; (2) one-third of the employers surveyed felt that their current work force would benefit from additional training; (3) employers had a highly favorable impression of District 4 program graduates; and (4) firms planning expansion were interested in new employee, new skills, and new jobs training assistance from District 4, as well as in training assistance for managers and current employees. Survey instruments are appended. (HB

ED 238 531 PS 013 851

Hawkes, Glenn W.
What About the Children? The Threat of Nuclear War and Our Responsibility to Preserve this Planet for Future Generations.
Parents and Teachers for Social Responsibility, Moretown, VT.
PUB DATE- Apr 83
AVAILABLE FROM- PTSR, Box 517, Moretown, VT 05660 (Enclose a donati
to cover printing and mailing expenses).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Disarmament; *Nuclear Warfare; Parent Role; *Social Action; *Social Responsibility; Teacher Role

Part of a global effort, this brochure was written to increase understanding of the threat nuclear war poses to children. Several issues are raised and briefly discussed, including (1) the present capacity for annihilating the next generation or ending human life on this planet, (2) the inadequacy of deterrence, (3) the suffering of children after the use of nuclear weapons on the populations of Hiroshima and Nagasaki, (4) the consequences of the use of present-day nuclear weapons, (5) the "arms race," (5) the use of words to make the production of nuclear weapons acceptable, (6) overcoming feelings of helplessness, and (7) actions that can be taken to prevent nuclear war. (RH)

ED 238 561 PS 014 032

Hohmann, Mary
A Study Guide to Young Children in Action. Exercises in the Cognitively Oriented Preschool Classroom.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
REPORT NO.- ISBN-0-931114-21-7
PUB DATE- 83
AVAILABLE FROM- High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Design; Cognitive Development; *Instructional Materials; Language Arts; *Preschool Education; Spatial Ability; Student Participation; Teaching Guides; *Teaching Styles; Team Teaching; Time Perspective

Intended for the preschool teacher wishing to implement a cognitively oriented curriculum, this instructional guide focuses on the problem-solving approach (as opposed to the teacher-directed approach) to student learning. Each chapter provides space for teachers to plan, implement, and evaluate lessons. Activities in the guide are participatory, calling for "learning by doing." Specifically, exercises teach by providing active learning experiences. The following topics are investigated: (1) arranging and equipping the classroom; (2) establishing a daily routine; (3) teaching in a team; (4) planning in a team; (5) active learning; (6) language; (7) experiencing and representing (i.e., painting, drawing, modeling); (8) classification; (9) seriation; (10) number; (11) spatial relations; (12) time; and (13) "what next?" (thoughts for future planning). A listing of films and publications related to each topic is presented at the end of every chapter. (BJD)

ED 238 610 RC 014 329

Yunus, Ibrahim; Dilts, Russ
Discussion Starters. Technical Note No. 25.
Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Ministry of Education and Culture (Indonesia).
REPORT NO.- ISBN-0-93288-72-3
PUB DATE- 83
AVAILABLE FROM- Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.50 plus postage, 10% discount on orders of 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Audiovisual Aids; *Discussion; Entrepreneurship; Foreign Countries; Group Activities; Group Dynamics; *Instructional Materials; *Nonformal Education; *Participation; Role Playing; *Rural Education
IDENTIFIERS- Breastfeeding; *Community Based Education; Debt; *Indonesia

Discussion starters, the result of collaboration between the Indonesian Directorate General of Nonformal Education, Youth, and Sports, and World Education, Inc., are simple learning tools used to generate discussion among community groups involved in nonformal education. Appropriate in and adaptable to a variety of settings, content areas, and program formats, discussion starters consist of a brief dialogue or story and supporting easy-to-use audio-visual materials (such as tape recordings or posters) that present opposing views of a specific community problem or situation in a non-didactic fashion and encourage participants to analyze their own similar beliefs, experiences, and problems through dialogue. In general, discussion starters present a balanced dialogue on the issues, defend the village perspective, allow participants to arbitrate opposing viewpoints, include facilitator instructions and discussion questions, and use easily-reproduced materials. Discussion starters vary from short, simple dialogues for use at the village level to longer, more complex presentations appropriate for training fieldworkers. Three samples demonstrate important points in the development and use of discussion starters for readers who want to develop their own materials. The illustrated samples, which present the issues of breast-feeding, debt, and entrepreneurship, demonstrate the general format of the materials. (SB)

ED 238 638 RC 014 510

Vela, Jesus, Jr.
Migrant Counselor's Guide.
Education Service Center Region 1, Edinburg, Tex.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.; Texas Education Agency, Austin.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Counseling Services; Counselor Client Relationship; *Counselor Role; Educational Opportunities; Federal Legislation; Federal Regulation; Migrant Education; *Migrant Programs; *Migrant Youth; Needs Assessment; Parent Participation; Questionnaires; Records (Forms); *School Counselors; Secondary Education; *Secondary School Students; State Programs; Student Attitudes; Student Financial Aid; Testing
IDENTIFIERS- Migrant Student Record Transfer System; Minimum Foundation Program; Parent Advisory Councils; Secondary Credit Exchange; *Texas

The first part of a two-part manual, this guide emphasizes how migrant counselors administer their duties, procedures to follow and functional aids to employ in working with migrant secondary students. Divided into four sections, the guide is intended to help experienced and inexperienced counselors and to provide administrators and teachers with more information about the migrant counselor's role. The first section presents the philosophy of migrant counseling and an introduction explaining the need for migrant counselors. The second part briefly discusses the history and development of migrant education, identification of migrant students, migrant counselor duties and responsibilities, needs assessment, testing, coordination of migrant program with the Minimum Foundation Program, late entries/early withdrawals, the Secondary Credit Exchange Program, the tutorial program, the Migrant Student Record Transfer System, and Parent Advisory Councils. The third section details six in-state (Texas) and five out-of-state secondary and post-secondary educational opportunities, as well as four possible sources of student financial aid. A fourth part contains concluding remarks and a 7-item bibliography. Appendices discuss legislative history and legal compliance and provide a counselor's flow chart and questionnaire, a student inventory of guidance awareness, forms for counselors to keep for each student, and a glossary. (MH)

ED 238 683 SE 043 544

Simcox, William A.
Memorial Consequences of Display Coding.
Consulting Statisticians, Inc., Wellesley, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-79-0066
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Cognitive Processes; *Graphs; Mathematics; *Memory; Perception Tests; *Performance Factors; Psychological Studies; *Retention (Psychology); *Schemata (Cognition); Semiotics; Visual Learning; Visual Measures; Visual Perception

This investigation of cognitive effort begins with a review of cognitive principles relating to memory and graphic encoding of information. The cognitive framework described allows explanation of improved memory due to reparsing of graphic representations. It also provides the basis for optimizing graphical material design to insure best retention of encoded material. An experiment is described using a 4 (graph type) by 3 (question) within-subjects design, each subject (N=10) participating under all conditions. Thirty-six graphs were displayed completely at random. Subjects were informed that the purpose was to test perception of certain display properties and told to respond as quickly as possible without making errors. A graph was shown and subjects executed the response. The experimenter recorded latency and noted errors. Tests were then administered, one to recall a missing property, the other simple recognition of graphs rated on a confidence scale. The results support the hypothesis that incongruency between information to be communicated and its graphic representation leads to reparsing and better memory. A list of eight references, three figures, and five tables are attached. (JM)

ED 238 728 SE 043 749

An Illustrated Guide to Electrical Safety. Revised
Occupational Safety and Health Administration, Washington, D.C.
REPORT NO.- OSHA-3073
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Electrical Systems; *Electric Circuits; *Electricity; *Electronic Equipment; Occupational Safety and Health; Postsecondar Education; *Safety; *Standards
IDENTIFIERS- *Electrical Wiring

This guide was developed to serve as a supplement to the Occupational Safety and Health Administration's (OSHA) Electrical Safety Standards, 29 CFR 1910, Subpart S, Electrical. It is designed for use by a variety of people (layman, worker, employer, compliance safety and health officer, union official, educator, and others) in training, education, information, and assistance in complying with regulations. The guide provides additional explanation and clarification for individuals who have little or limited training or familiarity with the field of electricity. However, no attempt has been made to explain the basic principles of electricity. Some of the more technical provisions are explained to a level of detail appropriate to achieve an appreciation of the hazards involved and an understanding of the correct safeguards or precautions that should be employed. The illustrated guide (104 figures included) follows the format of 29 CFR 1920, Subpart S as it would appear in the Federal Register. Major topic areas include: general requirements; wiring design and protection; wiring methods, components and equipment for use; specific purpose equipment and installation; hazardous (classified) locations; and special systems (including systems over 600 volts- nominal, emergency power systems, communications systems, and others). (JN)

ED 238 758 SO 015 132

Smith, E. M.
The Free Enterprise System: A Middle School Seminar for Students in Grades 7-9.
Fort Smith School District, AR.
PUB DATE- 80
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Economics Education; Junior High Schools; Learning Activities; Research Projects; Seminars; Units of Study
IDENTIFIERS- *Free Enterprise System

A voluntary extracurricular research seminar on free enterprise for grades 7-9 is described. To acquaint students with the free enterprise system and its relation to society, lectures and discussions examine components of an equation. The components are: man's material welfare = natural resources + human effort x tools of production (MMW = NR + HE x TP). In conjunction with this, students examine one aspect of the free enterprise system, producing papers researched entirely from locally available library materials, which are then displayed at a culminating fair. Included in this course description are teaching guidelines, class structure recommendations, and bibliography. (LP)

ED 238 848 SP 023 484

Bailey, Gerald D.
Implementing a Self-Directed Staff Development Program with a District-Based Leadership Model.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Autoinstructional Aids; Elementary Secondary Education; *Faculty Development; Feedback; Individual Development; Inservice Teacher Education; *Instructional Improvement; Program Effectiveness; School Districts; *Self Evaluation (Individuals); Staff Development; Teacher Behavior; *Teacher Improvement

A district-based leadership program has been designed to train teachers in self-assessment so they may independently improve their instructional skills. Teachers are trained to analyze their behaviors objectively through the use of audio and videotape. Instruction is also provided in creating and using checklists to assess classroom instruction via audiotape and/or videotape playback, and in strategies for dealing with input from students relating to teacher instructional performance. The district-based leadership hierarchy, which sustains this type of staff development program, is divided into five levels: (1) superintendent; (2) staff development director; (3) staff development steering committee; (4) building-level adminstrators/partner-teachers/demonstration teachers/consultants; and (5) classroom teachers. The functions and responsibilities of individuals at each level of the leadership hierarchy are discussed in this paper. (JD)

ED 238 864 SP 023 604

Vargas, Quintin, III
Policy Recommendations for Teacher Education in Texas, August, 1983.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Admission Criteria; Educational Legislation; Government Role; Higher Education; Institutional Autonomy; Minority Groups; Norm Referenced Tests; *Preservice Teacher Education; Standardized Tests; *State Standards; Student Evaluation; *Teacher Certification; *Teacher Education Programs; Teacher Supply and Demand; *Test Validity
IDENTIFIERS- *Texas

A dual screening device for teacher preparation programs was mandated by the Texas legislature in 1981. The two requirements included passing an entrance examination upon application to a teacher education program, and passing a proficiency examination upon completion of the program. The state must produce competent, well-prepared teachers; train them in areas of greatest need; and prepare a proportional number of minorities which have been under-represented. This paper presents some observations regarding these imperatives and examines the role of the state in its capacity as coordinating agent. The following issues are discussed: (1) adoption and validation of entry test "Pre-Professional Skills Test" (P-PST); (2) determination of performance standards for P-PST; (3) legal implications of access to the certification process; (4) integrity of teaching degrees; (5) teacher supply and demand; (6) institutional autonomy; and (7) ethnic composition of the teacher force. Recommendations are made on: (1) using the P-PST as a diagnostic tool for prescribing developmental coursework; (2) calibrating minimum entry/exit scores according to need; (3) collaboration between community colleges and upper level institutions; and (4) developing exit examinations which reflect needs in specialty fields. (JD)

ED 238 517 PS 013 620

Decisions about Roles. Student Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Academic Achievement; *Decision Making Skills; Discussion (Teaching Technique); Group Activities; Instructional Materials; Junior High Schools; Learning Activities; Middle Schools; *Role Perception; *Self Concept; Sex Fairness; *Sex Role; *Sex Stereotypes; *Social Studies; United States History; Units of Study
IDENTIFIERS- PF Project; Twentieth Century

This unit, one of six which comprise the Fair Play program, is designed to broaden understanding of roles and improve students' abilities to make decisions about roles. The Fair Play program is a series of student and teacher materials the purpose of which is to help students to expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 20 lessons organized into four parts: (1) introduction to the concept of role and the forces that influence role definition; (2) investigation of work, family, and citizenship roles in the early 1900's; (3) study of how roles have changed in the twentieth century; and (4) an opportunity to make personal and group role decisions. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

ED 238 579 PS 014 077

Davis, Marie Somers
Trait Selection Preference of Preadolescents.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; Elementary School Students; *Futures (of Society); *Genetic Engineering; Intermediate Grades; Junior High Schools; Junior High School Students; *Personality Traits; *Physical Characteristics; *Preadolescents; Quality of Life; Student Attitudes; *Value Judgment; Whites

This study examined the preferences of middle grade students in selecting traits for their own future infants. Sixth- and seventh-grade populations of two elementary schools (173 males and 90 females) participated. A simulated activity entitled "Parenting 1995" was developed to provide the future setting and the instrument through which to explore the qualities preadolescents would select. A lesson on genetics preceded the presentation of instrument. Students were asked to imagine that they were living in the future with the ability to genetically engineer their children. Participants were then asked to select, from a list of 25 and list in order of preference, 8 traits for their unborn child. Selection preferences were divided into internal and external qualities. Among the findings were the following: (1) internal traits were ranked more highly than external traits; (2) females viewed honesty, responsibility, and creativity as significantly more important traits than did males; and (3) males rated strength, height, and quickness as more important than did females. (BJD)

ED 238 597 RC 013 208

Monk, David H.; Bliss, James R.

Financing Rural Schools in New York State. The Facts & Issues. Cornell Information Bulletin 182.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
PUB DATE- Feb 82
AVAILABLE FROM- Cornell University Distribution Center, 7 Research Park, Ithaca, NY 14850 ($1.50-20; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Declining Enrollment; Economic Change; Economic Factors; *Educational Finance; Elementary Secondary Education; *Population Distribution; *Property Taxes; *Resource Allocation; *Rural Schools; School Districts; Shared Services; Small Schools; Transportation
IDENTIFIERS- Isolation (Geographic); *New York; *Property Wealth; Sparsity (Population)

The resource allocation practices of New York State school districts were examined to determine how certain structural features of school districts can either create high tax rates or reduce educational opportunities for students. Study results indicated that rural districts spend less on instruction than do otherwise similar districts; however, rural taxpayers spend as high or higher a percentage of their income on education as those in nonrural districts. Rural districts also offer lower starting salaries to their teachers, operate with higher teacher-pupil ratios, provide fewer incentives to their teachers to obtain additional training, and rely more heavily on paraprofessional teacher aides. The inability or unwillingness of small districts to participate in Board of Cooperative Educational Services programs can have adverse implications for both students and taxpayers. Sparsely settled districts spend more per pupil on transportation than do more densely settled districts. Rural school officials and residents attribute the increase of property wealth in their districts to speculation rather than to real growth. Because districts with the same property wealth but different levels of income receive roughly the same amount of operating aid per pupil, any movement toward an increased use of an income-based measure of wealth will be advantageous to most rural districts. (CM)

ED 238 624 RC 014 493

Gillenson, Amy J.; And Others
Short Term Experiential Laboratories in Academic Courses.
PUB DATE- 1 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Admission Criteria; Adventure Education; *College Students; Course Evaluation; *Course Organization; Educational Research; *Experiential Learning; Higher Education; *Outdoor Education; Research Methodology; *Student Attitudes
IDENTIFIERS- Dartmouth College NH; *Outward Bound

A study undertaken to examine the effects on students of participation in a limited experiential learning program yielded no definitive conclusions but suggested several directions for further study. Dartmouth College undergraduate students who enrolled in an intermediate psychology course in 1973 and 1974 had the opportunity to be selected to participate concurrently in a 3-weekend Outward Bound program. Researchers administered questionnaires to the students on the first day and during the first week of the fall 1974 course, at the end of the fall 1973 course, and one year after the fall 1973 course. The four questionnaires measured both the Outward Bound and the non-Outward Bound students to determine their attitudes towards the course, the change in their attitudes over time, the application of course material and course influence over time, their general attitudes, and their evaluation of the Outward Bound program. Results indicated that Outward Bound had some effects on participants and on their perceptions of the course. The students selected for Outward Bound were more concerned about grades, more negative about the technical and structural aspects of the course, and more likely to find the course challenging than the other students. Future research should focus on the Outward Bound selection process. (SB)

ED 238 652 RC 014 529

Peters, Richard O.
COPEing With Environmental Education Program Development and Infusion into the Global Studies Curricula of Rural Schools.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavioral Objectives; Conservation (Environment); Course Content; Course Objectives; Cultural Awareness; Elementary Secondary Education; *Environmental Education; Field Trips; *Global Approach; Interdisciplinary Approach; Models; Outdoor Activities; *Perspective Taking; Program Descriptions; *Rural Education; Rural Environment; Student Attitudes; *Student Educational Objectives
IDENTIFIERS- *Curriculum Organization and Program Evaluation; Environmental Awareness; *Global Studies

An environmental education-oriented global studies program to promote attitudes of environmental stewardship can be implemented in K-12 rural school systems, as an integrated part of social studies instruction, without overburdening the curriculum, by using the Curriculum Organization and Program Evaluation (COPE) model. The model provides opportunities to clarify goals and performance objectives, and to state them in behavioral terms on paper. The COPE format encompasses clearly-stated goals (Essential Student Objectives--ESOs), performance objective (Performance Indicators--PIs), delivery structure/course outline, strategies to affect student awareness/exposure/skills development and enrichment, program evaluation design, and a vehicle for periodic program/strategy assessment and revision. In elementary grades, global studies/environmental education can be integrated with geography on non-Western civilization courses; in grades 6-8, the concepts can be incorporated into world history courses; at high school level, the subjects can be offered as an elective course. Students in rural seashore communities can relate life styles to study of other culture groups which depend on the sea for food and industry; students in the Southwestern desert environment can relate personal experiences to study of the Middle East. A sample COPE unit on environmental awareness is detailed as to ESOs, PIs, content, instructional activities, materials, evaluation, and comments. (MH)

ED 238 666 RC 014 555

McConnell, Beverly
Report on the IBI Interstate Training Project: A Program Funded through Section 143, Migrant Education Interstate and Intrastate Coordination Program.
Pasco School District 1, Wash.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Academic Achievement; *Bilingual Education; Bilingual Students; Cooperative Programs; Coordination; *Diffusion (Communication); *Educational Innovation; Federal Aid; *Inservice Teacher Education; Interstate Programs; Migrant Children; *Migrant Education; Migrant Programs; Preschool Education; *Program Effectiveness; Program Evaluation; State Programs; Student Improvement; Teacher Improvement; Young Children
IDENTIFIERS- *Individualized Bilingual Instruction; Texas; Washington

The 1982-83 report on the Individualized Bilingual Instruction (IBI) Interstate Training Project evaluates Project activities in Washington and Texas, funded through Section 143 of the Migrant Education Interstate and Intrastate Coordination Program. The purpose of the Project is stated: to disseminate the Pasco (Washington) School District's method of training bilingual education migrant program staff. The first part of the report answers questions policy makers might ask in evaluating whether the project is fulfilling the Congressional mandate. The section indicates that the Project has provided a service to migrant children which would have been impossible without 143 funding; better utilization of resources has been achieved through coordination; coordinative planning has resulted in agencies served making a commitment to the Project and has taken place at nearly every level of involvement with migrant education; the project provided on-site inter/intrastate services; and services resulted in higher-quality programs for migrant children. The second part provides documentation on achievement of specific Project goals through June, 1983. Summaries indicate that 104 teachers/teaching aides and 14 supervisors were trained in 15 schools, which benefitted 938 children, and that after the IBI training model was introduced, gain scores by children in the program showed significant superiority in 9 out of 10 comparisons. (MH)

ED 238 699 SE 043 674

Cowles, Kathleen Letcher
The Case of the Wild House Mouse. Urban Pest Management. Teaching Environmental Living Skills to Elementary Students.
John Muir Inst. for Environmental Studies, Inc., Napa, CA. Center for the Integration of Applied Sciences.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 83
AVAILABLE FROM- Kathleen Letcher Cowles, Project Coordinator, John Muir Institute for Environmental Studies, Inc., 29 W. High St.,

(WO), Morgantown, WV 26505
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bulletin Boards; Elementary Education; *Elementary School Science; *Entomology, Environmental Education; Health Education; Language Arts; *Learning Activities; Pesticides; *Pests; Physical Environment; Sanitation; Science Education
IDENTIFIERS- *Integrated Pest Management; *Mice

Integrated Pest Management (IPM), a decision-making approach to pest control, is designed to help individuals decide if pest suppression treatments are necessary, when they should be initiated, where they should be applied, and what strategy and mix of tactics to use. IPM combines a variety of approaches with which to manage pests. These include human behavior changes, habitat modification, physical controls, biological control agents, and least-toxic chemical controls. Using these techniques, an IPM program maintains the size of a pest population at or below an acceptable level. In addition, the amount of toxic material put into the environment is kept as small as possible. This packet of materials graphically teaches K-6 students the basics of an IPM mouse control program. The packet consists of a bulletin board (which students help assemble), an informative (and entertaining) take-home booklet, and several reinforcing activities. Designed to fit easily into any teacher's schedule, the materials can be presented as a separate program or as a supplement to studies in language arts, science, or health. (JN)

ED 238 714 SE 043 693

The Training and Utilization of Scientific and Engineering Manpower in the People's Republic of China. Science and Technology in the People's Republic of China Background Study No. 5. Transmitted to

the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session, Serial P.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.; Library of Congress, Washington, D.C. Congressional Research Service.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; *College Science; Curriculum Development; *Educational Trends; *Engineering Education; *Engineers; Enrollment; Graduate Study; Higher Education; Labor Force; *Labor Utilization; Policy Formation; Science Curriculum; Science Education; *Scientists; Training
IDENTIFIERS- *China; Engineering Curriculum; Science Policy

The education of scientists and engineers in China was severely interrupted and for all practical purposes discontinued during the years of the Cultural Revolution (1966-1972). This study covers the evolution of the educational system in China since that time. The study updates the Committee on Science and Technology's 1980 study of science and engineering manpower in China. Such an updating has become desirable due to the growing availability of statistical information about China's educational program for scientists/engineers, and the numerous new ways in which China very recently has begun to utilize its science and engineering manpower resources. Major areas examined include: (1) the intellectual setting (considering plight of the scientist-intellectual, improvement of living conditions, and policy formation); (2) restoring higher education (including a statistical perspective and discussion of enrollment issues and selection problems, curriculum, faculty, graduate education, and foreign training); (3) professional manpower (examining quantity and quality of graduate students and evidence/speculation about the number of scientific and technical personnel); and (4) problems of planning and utilization of scientific and technical manpower (focusing on enrollment versus requirements and improving distribution and utilization of scientists/engineers). A list of China's key colleges/universities and tables of selected statistics are included in two appendices. (JN)

ED 238 744 SO 014 960

DeMoll, Louis E.
Volunteerism and Social Work Practice.

PUB DATE- 18 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Agency Cooperation; Social Services; Social Support Groups; Social Work; *Social Workers; *Voluntary Agencies; Volunteer

Because of publicity given to volunteerism by the Reagan administration, increasing attention is being paid to the role of voluntary programs in human services. National volunteer agencies have become critical of professional social workers' resistance to dealing with volunteers. Social work schools are being urged to include more courses on volunteerism and volunteer administration in their curricula. According to a 1979 report, not a single college offered an academic degree in volunteer administration. A recent project, Voluntarism and Social Work Practice, sponsored largely by volunteer agencies, focused on developing teaching materials on volunteerism and making recommendations for curriculum development regarding volunteerism. Six social work schools--the Universities of Atlanta, Texas (at Austin), Maryland (at Baltimore), California (at Berkeley), Toronto, and Case Western Reserve--participated in the project, in which networks of faculty and local volunteer association representatives met to discuss mutual concerns. Results indicated that schools provided few opportunities for students to do field work with volunteers or study the role of the volunteer. Findings also indicated that social workers do resist using volunteers, probably out of job insecurity. As a result of this project, several schools have instituted courses related to volunteerism in social work. (LP)

ED 238 789 SO 015 327

Leibowitz, Lila
Origins of the Sexual Division of Labor.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Biological Influences; Evolution; *Females; Labor Force; *Labor Utilization; *Males; Models; *Physical Characteristics; *Sex Differences; Sex Discrimination; Socialization; Social Science Research
IDENTIFIERS- *Division of Labor

An interactive, biosocial model of early hominids presents evidence that physical sex differences are not the basis for the sexual division of labor as is commonly believed. Production (the deliberate collection and distribution of food) developed among early hominids as a prerequisite for survival. Although the population appears to have had marked physical sex differences, production activities were pursued equally and in similar fashion by all able-bodied individuals regardless of sex or age. Divisions of labor occurred only when immediate situations or individual circumstances demanded. With developments in technologies of food acquisition and processing and changes in diet, individuals needed to learn different skills to perform the more complex tasks, and skills became differentiated by sex. Now, long before the appearance of reproductive sex differences, children get sorted and socialized for the tasks they will perform as adult men and women. A fundamental conclusion of this model is that the subordination of women did not accompany the appearance of a sexual division of labor and thus is not something basic to the human condition. (LP)

ED 238 818 SO 015 380

Maxey, Phyllis F.
American Farm Cooperatives: Past and Present. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agribusiness; Agricultural Laborers; Agricultural Occupations; Agricultural Production; *Agriculture; Case Studies; Competition; *Cooperatives; Economics Education; *Farmers; Instructional Materials; Learning Activities; Marketing; Secondary Education; Small Businesses; Units of Study

One of a series of units on business issues designed for secondary school students, this packet focuses on the farmers' cooperative corporation, a particular type of business organization created to increase farmers' control of the production and marketing of their goods. Two separate sections consist of a teacher's guide and student materials. The teacher's guide contains an overview of objectives and activities, an activity to pre-assess students' knowledge of the business concepts basic to this unit, five daily lesson plans, teacher background information, student handouts, and recommendations for using business people as classroom resources. The student materials section contains eight activities that treat the organization, functions, and economic role of farmers' cooperatives. Students examine three case histories: a Kansas wheat farmer in the 1890's, the development of the Sunkist cooperative, and new farmworker cooperatives in Salinas, California. Readings outline the history of the farm problem and compare the cooperative to other types of businesses. Two problem-solving exercises involve students with the issues of overproduction and monopoly. A vocabulary worksheet reviewing terms and ideas presented in the unit concludes the activities. (LP)

ED 238 879 SP 023 654

Frey, Kenneth R.; Murphy, Peter J.

The Integration of Theory and Practice: A Primary Focus of Teacher Education Internships.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cooperating Teachers; Declining Enrollment; *Field Experience Programs; Foreign Countries; Graduate Study; Higher Education; *Internship Programs; *Preservice Teacher Education; Rural Education; *Student Teachers; Student Teacher Supervisors; *Teacher Certification; Teacher Interns; *Teaching Experience
IDENTIFIERS- University of Victoria BC

One strategy for better preparing students for teaching in contemporary schools is to offer them programs which provide extended field experience. If well-planned and directed, these programs can generate many benefits by integrating the theory and practice of teaching. The University of Victoria (British Columbia, Canada), through various internship programs, offers students extended field experiences. Though these programs differ in many ways, they are all based on a philosophy of personalized professional growth. The Saanich Internship Program assigns students to a specific school for an entire school year, enabling them to teach under supervision at different grade levels. The Secondary Internship Program, designed for prospective secondary school teachers, involves an 8-month internship which allows students to teach and to observe other teachers. The Secondary Professional Year Music Program, designed for students who hold an academic degree in music, provides prospective teachers with an 8-month practicum. The Elementary Rural Teacher Preparation Program offers courses and teaching experiences at the University of Victoria and at more rural locations. The Educational Administration Graduate Cooperative Program, established for practicing administrators, offers an academic session, a 6-month internship, and a 2-month period for preparing a research report. (JD)

ED 238 474 JC 830 563

Cross, K. Patricia

Cooperation and Competition in the Learning Society.
PUB DATE- 3 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Strategies; *Educational Change; Educational Cooperation; *Educational Needs; Educational Objectives; Educational Planning; *Educational Trends; *Lifelong Learning; *Postsecondary Education

The role of higher education in society has changed dramatically in recent years and is likely to continue to change. There will be an increased need for more learning for more people for more years of their lives. There will also be an increase in the number and types of organizations providing education and the development of a worldwide perspective on lifelong learning. Among the ways in which the role of colleges and universities is changing under the impact of the "learning society" are: (1) higher education no longer enjoys a monopoly on the provision of educational services; (2) the roles of educational providers are increasingly blurred, e.g., the distinctions between education and training and between credit and non-credit courses are difficult to maintain; (3) higher education no longer has the full-time commitment of students or of faculty; (4) learning has become a lifelong necessity for almost everyone since there is a constant need for upgrading of skills and knowledge; and (5) a major revolution involving the creation, processing, and distribution of information is taking place in society. These changes will necessitate sharing and cooperation in education; will increase competition among providers of credentials; and will require acceptance of learning as a lifelong process. If educators can adapt to these changes they will have more control over the type and directions of change. (HB)

ED 238 547 PS 014 006

Swinger, Hershel K.
Child Abuse and Neglect: A Resource Demonstration Program for Region IX. Final Report.
California State Univ., Los Angeles.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Child Abuse; *Child Neglect; Community Involvement; Coordination; *Delivery Systems; *Demonstration Programs; Human Resources; *Networks; Professional Training; Publicity; *Regional Programs; Technical Assistance
IDENTIFIERS- *Region 9

The Demonstration Resource Center was developed and funded for 3 years in Region IX of the United States (excluding Arizona) to establish a regional network for coordination and service delivery in child abuse and neglect. This final report states the purpose and lists the objectives of the center project, providing a brief overview of general strategies devised to meet overall objectives and listing names and addresses of project staff. Also described are efforts made to (1) increase public awareness, (2) maintain an inventory of regionwide resources, (3) provide education and training to professionals, (4) provide technical assistance and consulting services to child abuse and neglect program operators, and (5) coordinate and link concerned individuals and organizations across the region. Subsequent sections of the report discuss major accomplishments of the project, major obstacles encountered, and implications for service planners. In conclusion, recommendations for continuing and improving the project are specified. (RH)

ED 238 774 SO 015 213

Parker, Franklin
Where To Find Summaries of Recent Reports on Education.
PUB DATE- 29 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Comparative Analysis; Educational Change; *Educational Improvement; *Educational Quality Educational Research; Elementary Secondary Education; Higher Education; *Literature Reviews; *National Surveys; *Research Reports; School Effectiveness
IDENTIFIERS- PF Project

Several publications offer summaries and analyses of the recent national reports on education. "The Reports: Challenge & Opportunity" (Phi Delta Kappa 1983) compares the recommendations of three 1983 studies from: National Commission on Excellence in Education ("A Nation at Risk"), 20th Century Fund, and Education Commission of the States Task Force on Education for Economic Growth. "Education Under Study: An Analysis of Recent Major Reports on Education" (Griesemer and Butler 1983) includes these three studies in addition to six others from: (1) College Board (1983); (2) Business-Higher Education Forum (1983); (3) Carnegie Foundatio for the Advancement of Teaching (1983); (4) Adler and the Paideia Group (1982); (5) Goodlad (1983); and (6) National Association of Secondary School Principals (NASSP) and National Association of Independent Schools (1984). The Griesemer and Butler book also includes synopses of 20 lesser-known reports. Rickell and Paul hav prepared a four-page checklist based on "A Nation at Risk." Five individuals and organizations have issued early summaries of the major reports, mainly for their own constituencies. A wall map comparing seven major reports is available from NASSP. "A Nation a Risk" and its commissioned papers have been entered into the Educational Resources Information Center (ERIC) system. This bibliography includes ordering information for all of the summarie and reports listed. (DC)

ED 238 805 SO 015 367

Maxey, Phyllis F.
Youth for Hire. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Case Studies; Economics Education; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Employers; Employment Interviews; Employment Opportunities; Employment Practices; Employment Qualifications; Instructional Materials; Job Application; Job Performance; Job Satisfaction; Labo Market; *Labor Relations; Laws; Learning Activities; Secondary Education; Simulation; Skill Development; Unemployment; Units of Study; Work Attitudes; Work Environment; *Youth Employment; *Youth Problems

One of a series of secondary level units on business issues, this packet focuses on the relationship between business and young employees. The packet contains a teacher's guide and a student activity section. Within the teacher's guide, an overview of activities, objectives, and time frame precedes summaries of five daily lesson plans. Also included are answer keys to written activities, background readings, and recommendations for using business resource people. In the student section, a review of the present job market and work force is followed by nine learning activities which examine problems of youth employment from the perspectives of both the employee and the business. Two case studies recreate interviews with an angry employer and employee. In simulations, students play an applicant interviewing for a job and an employer assessing the job qualifications of several young applicants. Skill building activities provide practice in chart and graph interpretation and community resource utilization. Readings examine the current unemployment situation, legal rights and restrictions governing working minors, and want ad information. In supplementary project, students work together to develop strategies for easing various youth employment problems. (LP)

ED 238 833 SP 023 148

Mach, E. P.; Abel-Smith, B.
Planning the Finances of the Health Sector: A Manual for Developing Countries.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-154171-7
PUB DATE- 83
AVAILABLE FROM- World Health Organization (WHO) Publications Centre, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- Cost Effectiveness; Delivery Systems; *Developing Nations; Financial Needs; Financial Policy; Financial Problems; *Financial Support; Foreign Countries; *Health Services; Needs Assessment; Primary Health Care; *Program Development; *Research Methodology; *Resource Allocation

Many countries, particularly those in the developing world, are seeking to orient their health services toward a more equitable and efficient utilization of resources. A detailed analysis of the financing of health services is an important step in such an undertaking. This manual sets out a methodology for carrying out such an analysis and suggests ways of collecting and organizing data on areas of expenditure and sources of finance. It also suggests how this information might be utilized in policy formulation--to make a master plan for the future use of all financial and material resources. The book pays particular attention to primary health care in view of its high priority in current health policies. A series of tables provided in this publication presents models that provide an analytical framework for national planning, and summary tables have been devised for the use of policymakers. Chapter 1 contains the introduction; chapter 2 offers definitions. The third chapter discusses study objectives, and chapter 4 outlines steps for planning a study. Chapter 5 describes data collection, and chapter 6 talks about primary health care. In chapter 7, alternatives are evaluated and examined, and chapter 8 discusses projections of future expenditure and sources of finance. (JMK)

Altemeier, W. A., III; And Others
Prediction of Child Maltreatment During Pregnancy.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 78
GRANT- 90-C-419; R01-MH-31195-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Abuse; *Child Neglect; *High Risk Persons; *Mothers; *Predictor Variables; Questionnaires
IDENTIFIERS- *Nonorganic Failure to Thrive; Parenting; Prenatal Interviews

To identify parental predictors of child maltreatment, 1,400 prenatal patients were interviewed about their attitudes, experiences, and knowledge of childrearing. Interviews with mothers assessed (1) self-perception of mothers' nurturing as children; (2) personality factors of self-image, isolation, and tolerance to stress; (3) social support available from others; (4) positive and negative feelings about her own pregnancy; (5) knowledge of parent skills and philosophy about discipline; (6) alcohol, drug, and health problems in the family; (7) expectations concerning child development; and (8) the life stress of both mother and father. High-risk (HR) mothers were identified in a subsample of 200 mothers interviewed consecutively. To determine whether the interview could predict parenting disorders, the incidence of problems among HR mothers was compared to that in approximately 20 of low-risk (LR) mothers selected by random numbers. Nonorganic failure to thrive (NOFT) was monitored in HR and LR groups, and all mothers were followed for reports of abuse or neglect. To investigate parenting disorders of HR and LR families, 273 HR and 225 LR mothers were selected. Results indicated that the interview may be more effective in identifying families at risk for abuse than for identifying NOFT. Mothers' nurturing during childhood had the highest correlation with HR selection. (The prenatal parent interview and respondents' answers are appended.) (RH)

ED 238 562 PS 014 037

Alexander, David
Children's Computer Drawings.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Graphics; Early Childhood Education;
*Educational Innovation; Guidelines; *Young Children

Computer drawing programs have several characteristics that make them appropriate for use in early childhood education. Drawing at the computer is an activity that captures and holds children's attention. Children at all developmental levels of graphic ability can draw at the computer, and their products can be stored in a disc or printed for display. Preliminary studies indicate that computer drawing activites are appropriate for children as young as 3 years of age. Given a chance, children will choose to work at the computer as readily as they choose sand, water, and block activity. (RH)

ED 238 849 SP 023 492

Rupnow, Allan; Stotlar, David
Coaching Behavior of Girls Youth Softball Coaches.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Athletic Coaches; Behavior Change; *Behavior Pattern
*Feedback; Females; Preadolescents; Responses; *Softball; Sport
Psychology; *Volunteers; *Womens Athletics
IDENTIFIERS- *Coaching; Team Sports

A study examined coaches' behavior and classified the types and rates of coaches' behavior by time of athletic season (early or late), win/loss record, and throughout the time frame within a single contest. Subjects included all the volunteer coaches in a 13 team, softball program for 10-12 year old girls. The season consisted of a double round-robin schedule, with no post-season tournaments or all-star games as part of the program. A modified version of an event-recording instrument was used to collect coaching behavior data. The instrument included a total of 10 different behavior categories; among these were 4 categories that dealt with responses directed at opponents or officials, and 2 categories reserved for miscellaneous behaviors. The instrument was comprised of four "positive" and four "negative" behavior categories. An analysis of data revealed that: (1) 99 percent of al feedback was related to performance; (2) only 3 percent of the coaches' behaviors was categorized as negative; and (3) response rate nearly doubled from early season to late season. Subsequent analysis of winning and losing coaches' behavior indicated that statistically significant different profiles could not be established for winning and losing coaches based on type and rate

feedback and that no differences could be established between whether the team was ahead or behind and the rate of feedback behavior. (Author/JMK)

ED 238 865 SP 023 607

Shaeffer, Sheldon, Ed.; Nkinyangi, John A., Ed.
Educational Research Environments in the Developing World.
International Development Research Centre, Ottawa (Ontario).
REPORT NO.- IDRC-213e; ISBN-0-88936-378-1
PUB DATE- 83
AVAILABLE FROM- International Development Research Centre, P. O. Box 8500, Ottawa, Ontario, Canada K1G 3H9.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Book (010)
DESCRIPTIONS- *Developing Nations; *Economic Factors; Educational Change; *Educational Development; *Educational Research; Foreign Countries; Government Role; Higher Education; *Organizational Climate; Program Effectiveness; Research and Development Centers; Research Opportunities; Social Action; Work Environment
IDENTIFIERS- Caribbean; Colombia; Jordan; Kenya; Mali; Mexico; Senegal; Thailand; Uganda

In much of the developing world, research environments are in many ways the same--burdened by the same weight of colonial dependency, underfinanced, and with products undervalued and underutilized. The primary purpose of this book is to analyze such environments for the sake of assessing whether and how they might be changed to enhance national capacity to carry out educational research. It is noted that the effective generation, conduct, evaluation, and use of different kinds of research within a given society is dependent upon the presence of an appropriate combination of individual skills and structural relationships embedded within a tolerant, supportive climate. The book contains the following papers: (1) "Strengthening Education Research Capacity: The Colombian Case, 1960-81" (Clemencia Chiappe and Robert Myers); (2) "Analysis of Educational Research Capacity in Mexico: Guidelines for Its Development" (Jose Luis Quintero Hernandez, Carmen Tamez Munoz, Patricia Medina Pegram, and Ana Maria Garza Villarreal); (3) "Research Environment in the English-Speaking Caribbean" (Errol L. Miller); (4) "Research Environment Study: Thailand" (Patya Saihoo, Supang Chantavanich, and Utumporn Thongutai); (5) "Analysis of Educational Research Capacity in Jordan" (Farid Abu Zeineh and Derar Jaradat); (6) "Educational Research Environment in Kenya" (David Court); (7) "Who Conducts Research in Kenya?" (John A. Nkinyangi); (8) "Educational Research Capacity and Environment in Uganda: 1970-81" (Catherine Namuddu); and (9) "Problems Hampering the Development of Educational Research Capacity in Mali and Senegal" (Miala Diambomba). (JD)

ED 238 489 JC 840 018

JCCC's Public Image: Survey [illegible].
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.; Johnson County Community Coll., Overland Park, KS. Public Information Office.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Attendance; Community Attitudes; *Community Colleges; Community Surveys; Individual Characteristics; Information Sources; *Institutional Evaluation; Participant Satisfaction; Public Opinion; Questionnaires; *School Attitudes; *School Community Relationship; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Kansas (Johnson County)

A study was conducted by Johnson County Community College (JCCC) to assess public perceptions of the college. The survey was administered in spring 1982 to approximately 3,000 randomly selected households in Johnson County. Study findings, based on responses from 615 residents, revealed: (1) nearly 99% of all respondents had previously heard of the college, 96% thought JCCC had a good reputation, 95% felt that it provided a good education, and 92% indicated that it gave the community "its money's worth"; (2) the respondents from the northwestern and southern areas of the county were much more likely to have been enrolled or be planning to enroll in classes than the respondents from the northeastern and central areas; (3) students between the ages of 15 and 23 enrolled in classes primarily to earn a bachelor's degree, respondents from 24 to 39 years generally intended to prepare for new jobs or advance in present jobs, and respondents over 40 years predominantly enrolled for personal improvement and enrichment; (4) the respondents received information about JCCC from personal contacts, area newspapers, and class schedules; (5) the preferred sources of information on the college were direct mail and newspapers; and (6) the college was rated highest by the respondents in providing transfer instruction, lifelong learning, and job skills training. The survey instrument is appended. (HB)

Ginsberg, Rick; Easton, John Q.

Increasing Student Success Early in the Semester.

Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Classroom Techniques; *College Faculty; Community Colleges; Feedback; Student Participation; Student Teacher Relationship; Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; Two Year Colleges

In spring 1983, a study was conducted at the City Colleges of Chicago to design and implement a treatment to increase student success at the beginning of the semester and to assess teachers' reactions to this treatment. Seven teachers from three departments and a team of researchers worked together to develop a plan that included activities to help teachers: (1) be better organized through, for example, distributing syllabi and course and topic outlines; discussing grade policy, course requirements, and learning resources; outlining attendance policies; and discussing course objectives of the first 3 weeks; (2) be student oriented by, for example, allaying anxiety and tension in the classroom, appearing relaxed, having students introduce themselves, and collecting student data forms; (3) encourage student participation by stressing the importance of asking questions, discussing student involvement requirements, and assigning students to study groups; and (4) provide feedback and correctives for homework assignments and quizzes. Faculty reactions to the treatment, as determined through interviews and questionnaires, were generally positive. All of the teachers agreed on the importance of the overall plan and its positive effects on the students. They did note that more training was necessary in order to plan adequately for the first weeks and that it was difficult to implement all of the activities. A list of treatment procedures and a student involvement checklist are appended. (LAL)

quickness as more important than did females. (BJD)

ED 238 580 PS 014 078

Ziegler, Mark E.
The Time Parents and Children Spend Together.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; Elementary Education; *Elementary School Students; Elementary School Teachers; *Fathers; Grade 3; Grade 4; *Mothers; Parent Participation; Parent Student Relationship; Rating Scales; *Social Development; Time

Questions about how parents' childrearing time becomes associated with different developmental outcomes and about the relative importance of the quantity and quality of shared parent/child time remain largely unanswered. A study explored such associations in a sample of 48 white middle class third and fourth graders (24 boys and 24 girls) and their mothers and fathers. Each child received a battery of five cognitive and achievement tasks. Teachers were asked to rate the children on their classroom behaviors, including learning effectiveness, memory, attentiveness, and cooperativeness. Both parents were interviewed, asked to keep diaries of time spent with their child, and requested to record their child's activities. Parents specifically indicated indirect, direct, or available time with their children. Results indicated large interfamily variability but no differences in the time parents and children spent together with respect to the sex of the child. In addition, it was found that mothers' available time for contact with the child exceeded the available time of fathers. Finally, while a positive relationship was found to exist between the amount of time fathers spent supervising their children and teacher ratings of the children's cognitive abilities, the inverse was true for mothers' time. These and other results suggested the relationship between parents' time and children's development was not straightforward, nor was it the same for mothers and fathers in this sample. (Author/BJD)

ED 238 611 RC 014 368

Native American Rights Fund: 1982 Annual Report.
Native American Rights Fund, Boulder, CO.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accountability; American Indian Culture; American Indian Education; American Indian Reservations; *American Indians; Civil Rights; *Court Litigation; Federal Indian Relationship; Financial Support; Law Libraries; *Laws; *Natural Resources; *Tribal Sovereignty; Tribes; Water Resources
IDENTIFIERS- *Financial Audits; Land Rights; *Native American Rights Fund; Water Rights

The 1982 annual report of the Native American Rights Fund (NARF), a non-profit organization specializing in the protection of Indian rights, explains the organization, its structure, its priorities, its activities, and its financial status. Opening statements by the chairman, Roger Jim, and the executive director, John Echohawk, note that despite $270,000 less in federal funds in fiscal 1982, NARF achieved significant decisions in major legal cases involving Indian treaty fishing rights in the Great Lakes and prevention of flooding of the Fort McDowell Mohave-Apache Reservation. The report continues with a description of the founding and development of NARF and an explanation of its priorities: preservation of tribal existence, protection of tribal natural resources, promotion of human rights, accountability of governments, and development of Indian law. Following descriptions of NARF's organization, administration, financial accountability, and national support committee, the report presents a detailed account of the organization's activities in 1982 in the areas of tribal status clarification, tribal governmental authority, protection of Indian lands, Eastern Indian land claims, tribal water rights, Indian hunting and fishing rights, Indian education, the Indian law support center, and the National Indian Law Library. A 9-page treasurer's report and financial statement complete the illustrated report. (SB)

ED 238 639 RC 014 511

Vela, Jesus, Jr.
A Suggested Management System for Secondary Migrant Counselors.
Education Service Center Region 1, Edinburg, Tex.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Guidance; Conflict Resolution; Counseling Objectives; *Counseling Services; Counselor Client Relationship; Counselor Performance; *Counselor Role; Group Activities; Group Counseling; Individual Counseling; Interpersonal Communication; Migrant Education; *Migrant Programs; *Migrant Youth; Parent Counseling; Positive Reinforcement; Questionnaires; *School Counselors; School Guidance; Secondary Education; *Secondary School Students; Student Financial Aid
IDENTIFIERS- *Time Management

A suggested management system for secondary migrant counselors is the second part of a guide to help migrant counselors meet the special needs of migrant students. It includes a list of counselors' competencies and suggested calendars of academic, vocational, and social activities. Competencies include organizing pre-registration and registration activities, setting up orientation programs, communicating effectively, coordinating and evaluating testing, implementing counseling sessions, screening scholarship applicants, writing recommendation letters, providing financial aid information, collecting data for student records, and serving as a resource person. A second part gives a yearly academic calendar and explanations of major activities, e.g., registration, parent counseling, and testing. The third section lists counselors' duties in the vocational domain and gives a calendar of vocational activities (including needs assessment, career centers, visitation, National Vocational Week) and explanations of calendar items. The fourth part provides a calendar and explanations of counselors' social responsibilities (staff development, conflict management, coping skills, and others). The final section contains brief concluding remarks. Appendices provide guidelines for parent-teacher conferences, group counseling meetings, ice-breaker activities, and communicating with parents; explain why schools' task is to kiss frogs; discuss self-concept building for students and teachers; and give student forms. (MH)

ED 238 684 SE 043 545

Simcox, William A.
A Method for Pragmatic Communication in Graphic Displays.
Consulting Statisticians, Inc., Wellesley, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-79-0066
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Cognitive Processes; Computer Graphics; *Design Requirements; Evaluation; *Graphs; Human Factors Engineering; Perception; *Perception Tests; Psychological Studies; *Visual Literacy; Visual Perception
IDENTIFIERS- Compatibility Functions

Limits of graphic display design component variation based on cognitive tolerance for imprecision were investigated using compatibility functions. The compatibility function is an empirical definition of a perceptual category representing the grade of membership of an implied physical attribute into a corresponding conceptual category, measuring the degree of compatibility between a particular level of attribute and a category. Adults (N=24) were asked to categorize lines as sharply or slightly increasing when presented with line and bar graphs with slopes from five to sixty degrees in five degree increments. Crossover point and precision parameters are discussed as part of the statistical analysis. This experiment established compatibility function values for the categorical terms sharply increasing and slightly increasing. A graph designer having an inventory of such functions plus the operations that can be performed on them can weight the information to be presented by manipulating various aspects of the graph, specifically the framework and/or specifier. This would allow graphs to be designed to meet specialized requirements. A list of twelve references, figures showing the types of graphs used, and the compatibility functions established fo the categories of interest to this experiment; and a table summarizing parameter values for the mathematical models are attached. (JM)

ED 238 729 SE 043 751

Easley, Jack, Ed.
Pedagogical Dialogs in Primary School Mathematics.
Illinois Univ., Urbana. Bureau of Educational Research.

PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- *Classroom Techniques; Cognitive Processes; Computation; Diagnostic Teaching; *Discipline Problems; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; Error Patterns; Fractions; Inservice Teacher Education; Learning; Manipulative Materials; *Mathematics Instruction; Primary Education; Resource Staff; Sex Differences; Subtraction; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Place Value

This report resulted from work with primary grade children and teachers in Kankakee, Illinois. Essays by four resource persons and two observers are included, each expressing insights and feelings in order to share ideas with resource persons for primary mathematics teaching in other schools. A main objective is to represent the ways elementary school teachers think while teaching mathematics. The essays consider: general comments on learning and working with teachers, some difficulties experienced in teaching mathematics, classroom etiquette or management, a lesson on multiplication with fractions, lessons with Cuisenaire rods, equity in mathematics education, an overview of instructional policy, an in-service teacher training project, an idea about the mode of learning school requires, a report about a lesson on numeration, developing schema when teaching place value, and suggestions for resource persons. A list of references is included. (MNS)

ED 238 759 SO 015 133

Waldrop, Ann S.
Economic Simulation Game: A Two Day Simulation for Grades 9-12.
Richardson Independent School District, TX.
SPONS. AGENCY- International Paper Company Foundation, New York, N.Y.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Cycles; Economics; *Economics Education; Environmental Influences; Exports; High Schools; International Relations; *International Trade; Political Influences; *Simulation

High school students determine and meet the economic needs of imaginary island countries in this student-teacher created simulation game. The class is divided into six countries which determine their own economic system. Each group is provided with a summary of the current world economic situation and a confidential description of their own country's economic position in six commodities. In six rounds of play, the groups trade commodities while dealing with unforeseen political and environmental "events cards" which affect their economic situation. Upon completion of the game, the winning country is determined as the one that has most satisfied its economic needs and/or accumulated surpluses. All materials necessary for play are provided, including teacher background sheet, student direction sheet, map, world situation sheet, confidential sheet for each country, events cards, glossary, and follow-up discussion questions. (LP)

ED 238 518 PS 013 621

Decisions about Language. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Communication (Thought Transfer); *Decision Making Skills; Instructional Materials; Junior High Schools; *Language; *Language Arts; Middle Schools; Resource Materials; *Self Concept; *Sex Differences; Sex Fairness; *Sex Stereotypes; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, allows middle school students to compare and analyze male and female language. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of the guide consists of the student guide which contains 20 lessons organized into four parts: (1) basic principles of language and its effects on people; (2) differential treatment of males and females in written language; (3) examination of verbal and nonverbal communication of males and females; and (4) practice in making personal and group decisions. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

ED 238 563 PS 014 040

Dienstfrey, Harris; Kingston, Robert
Priorities for the Nation's Schools. National Issues Forum.
Domestic Policy Association, Dayton, OH.
PUB DATE- 83
AVAILABLE FROM- Domestic Policy Association, 5335 Far Hills Avenue, Dayton, OH 45429 ($3.00, plus $0.15 shipping).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Academic Education; *Computer Oriented Programs; *Educational Assessment; Elementary Secondary Education; National Surveys; *Values Education

Outlining current issues of educational concern as presented in national debates, this guide provides a format for discussion. The first chapter provides introductory and background information on four major areas believed to be the main responsibility of the schools. Each of these four issues is the subject of a separate chapter. Specifically, chapter 2 examines the school's role in teaching a core of academic subjects to produce adults capable of functioning efficiently. Chapter 3 examines the preparation of students for the modern workplace; the school's main responsibility is seen as being to provide all students with marketable skills to compete in a technological world. The school's fundamental obligations to meet the learning needs of all of our students are described in chapter 4, while chapter 5 presents the argument that the schools should reflect the "social goals" we value. Finally, chapter 6 describes the first step to educational reform as being the articulation of priorities. A questionnaire on the topic of education is included for readers to take before and after reading the document. (BJD)

ED 238 667 RC 014 556

Bosak, Jeanine; Perlman, Baron
A Review of the Definition of Rural.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080)
DESCRIPTIONS- Census Figures; *Definitions; *Evaluation Criteria; Evaluation Methods; *Evaluation Needs; Literature Reviews; Mental Health; Regional Characteristics; *Rural Areas; Rural Population; *Specifications; Statistical Data; Statistical Surveys; Values
IDENTIFIERS- Qualitative Analysis; Quantitative Analysis; Rural Sociology; Standard Metropolitan Statistical Areas

A review of 178 sources (articles, books, and other sources from 1971 through 1980, and frequently-cited earlier sources) on rural sociology and rural mental health indicated 4 major categories of definitions of rural: not explicitly stated, verbal (qualitative), homemade quantitative, and external quantitative. Sources were summarized as to author(s), publication date, focus (rural-urban comparison, rural sociology, rural health/mental health, rural human services), basis for defining rural, statistics employed (none, narrative, descriptive, univariate, multivariate), and findings. An unstated definition was used by 43% (77 sources); 19% (33) used verbal definitions, 15% (27) utilized homemade quantitative definitions, and 23% (41) used external quantitative definitions. Of 101 sources which defined rural, 22 used multiple components, but only 5 sources using homemade quantitative and none using external quantitative definitions employed multiple criteria. Rural was defined in terms of population by 90 sources (verbal = 25, homemade quantitative = 25, external quantitative = 40), but with little consensus on population criteria. The most common quantitative external population definitions, both based on census data, were those of the Department of Commerce (Rural versus Urban) and Office of Management and Budget (Standard Metropolitan Statistical Area). Other criteria included occupation (14 sources), socioeconomic information such as education and income level (19), values (7), isolation (5), and government (4). (MH)

ED 238 700 SE 043 675

Cowles, Kathleen Letcher
Cockroach Clean-Up Tour . Urban Pest Management. Teaching Environmental Living Skills to Elementary Students.
John Muir Inst. for Environmental Studies, Inc., Napa, CA. Center for the Integration of Applied Sciences.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 83
AVAILABLE FROM- Kathleen Letcher Cowles, Project Coordinator, John Muir Institute for Environmental Studies, Inc., 29 W. High St., (WO), Morgantown, WV 26505. (Filmstrip/sound package available.)
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Animal Behavior; Audiovisual Aids; Elementary Education; *Entomology; Environmental Education; *Learning Activities; Pesticides; *Pests; Physical Environment; *Sanitation
IDENTIFIERS- *Cockroaches; *Integrated Pest Management; Posters

Integrated Pest Management (IPM), a decision-making approach to pest control, is designed to help individuals decide if pest suppression treatments are necessary, when they should be initiated, where they should be applied, and what strategy/mix of tatics to use. IPM combines a variety of approaches with which to manage pests, including human behavior changes, habitat modification, physical controls, biological control agents, and least toxic chemical controls. Using these techniques, an IPM program maintains the size of a pest population at or below an acceptable level. In addition, the amount of toxic material put into the environment is kept as small as possible. This module contains basic information/materials necessary to begin an IPM program on cockroach control that best suits the needs/resources of each specific teaching situation. Materials provided include: an introduction; teaching suggestions; eight lesson plans (focusing on basic concepts of habitat, environment, food/waste management, and pests); take-home booklet depicting steps in controlling cockroaches in a home kitchen; script for a filmstrip/sound cassette package; set of 16 posters leading through a step-by-step explanation of how to make a room less attractive to cockroaches; glossary; and bibliography. Although designed for elementary students, posters and filmstrip program may be useful/valuable for adults. (JN)

ED 238 745 SO 015 005

Palmer, George E., Ed.
Economic Education Projects: Abstracts from the 1979-80 Competition.
Joint Council on Economic Education, New York, N.Y.
SPONS. AGENCY- International Paper Company Foundation, New York, N.Y.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Illinois State University, Milner 184, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Awards; Business; Consumer Economics;

Economic Development; *Economics Education; Elementary Secondary Education; Entrepreneurship; Environment; Higher Education; Interdisciplinary Approach; Investment; Marketing; Monetary Systems; Resources; Socioeconomic Influences; Teacher Developed Materials

Over 175 economics education projects submitted to the 1979-1980 National Awards Program for Teaching Economics are abstracted. The aim of this annual competition is to discover outstanding classroom teaching practices while encouraging teachers to include and improve economics instruction in the classroom. Citations are contained in separate sections on primary grades, intermediate grades, junior high schools, senior high schools, and colleges and universities. Each project abstract is preceded by title, entrant's name and school affiliation, specific grade level, and list of economic concepts covered. Examples of projects, which range from weeklong units to yearlong activities, include creating a miniature town, holding an arts and crafts festival, and studying the economic factors involved in endangered species protection (primary level); operating a school store, simulating a corporation, and developing and marketing a product (intermediate level); making economic interpretations of American history and American literature, and studying the economics of law enforcement (junior high level); learning economics through cartoons, studying local utilities, and playing a collective bargaining game (senior high school); and making a student macroeconomics model and studying the financing of a public school (college level). Projects are indexed by title and entrant. A separate index lists award winners. (LP)

ED 238 775 SO 015 307

Fillmer, H. Thompson
Children's Descriptions of and Attitudes toward the Elderly.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers; "Papers Presented at..." (150)
DESCRIPTIONS- *Age Discrimination; Age Groups; *Childhood Attitudes Intermediate Grades; *Older Adults; *Social Attitudes; Social Science Research; *Stereotypes

Children today do not have sufficient association with the elderl to form accurate impressions of them. Much children's information i provided through television and books which present stereotyped images of the elderly as inactive, lonely, nonproductive, crabby, and physically decrepit. To determine whether intermediate grade students respond differently to young and old people, 144 boys and girls in the 4th, 5th, and 6th grades examined pictures of a young man, old man, young woman, and old woman, recording whether they though these people appeared sick or healthy, ugly or attractive, rich or poor, happy or sad, and friendly or unfriendly. The student also answered five questions designed to assess their willingness t socialize with these two age groups. Results indicate that children do stereotype the elderly. While old people were rated more favorably in the adjective section of the survey, they were rated worse in the affective feeling responses, suggesting that children' lack of contact with the elderly may cause their social discomfort. Findings indicate the need to help children develop more realistic attitudes towards the aged, through greater exposure to the aging process and to old people themselves. (LP)

ED 238 790 SO 015 328

American Problems: A Law-Related Education Course (A High School One
Semester Course).
**Hawaii State Dept. of Education, Honolulu. Office of Instructional
Services.**
REPORT NO.- RS-83-4145
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Controversial Issues (Course Content); Crime; High
Schools; Justice; Juvenile Courts; Learning Activities; *Legal
Education; *Social Problems; *Social Studies; *United States
History; Units of Study; Youth Problems

The guide is designed for a one-semester high school course focusing on American problems. Objectives are to help students develop a practical understanding of the law, acquire an appreciation of the principles of our laws, and participate in the legal system. The guide is arranged in three major units. Following a course outline and list of student materials, unit I contains 4 lessons dealing with the nature of law. Unit II includes lessons on the causes of crime, crimes against people, crimes against property, and controversial crimes. The four lessons in the final unit examine the following aspects of the criminal justice system: pre-arrest anc pre-trial, trial, sentencing, and juvenile justice. Learning activities take a variety of forms, including role plays and simulations, news analyses, news reporting, field trips, and interviews. Each unit includes the following components: an overview, concepts, generalizations, learning objectives, vocabulary, activities, readings, worksheets, appendices, and student materials. (LP)

ED 238 819 SO 015 381

Maxey, Phyllis F.
International Trade: U.S./U.S.S.R. Instructor's Guide and Student Materials. Business Issues in the Classroom.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Business; Comparative Analysis; Cross Cultural Studies; Economic Climate; Economic Factors; *Economics Education; Exports; *Foreign Policy; *Government Role; Instructional Materials; International Studies; *International Trade; Political Influences; Program Descriptions; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *United States; *USSR

One of a series of units on business issues designed for secondary school students, this packet examines United States and Soviet trade within the context of worldwide economic and political associations. Introductory in nature, the 5-day unit is suitable for use by itself or as part of a larger study of comparative economic systems, American foreign policy, or Soviet international studies. Teacher and student materials are provided in separate sections. The teacher's guide contains five detailed lesson plans, recommendations for follow-up activities, answer keys, student handouts, and background information. Following an overview of the American and Soviet trade situation, the student materials section examines trade barrier restrictions, trading patterns, and trade as a political weapon. Eight student activities include two introductory cases, one set in the Soviet Union, the other in Minnesota. The case studies illustrate the economic differences between the two countries and the impact of governments on individual businesses. Other activities include readings on trade patterns and governmental tools to control trade; map study; skill building exercises using statistical charts and graphs; and a panel discussion about the Soviet pipeline. (LP)

ED 238 880 SP 023 657

Mawson, L. Marlene
Sex Role Socialization in Sport.
PUB DATE- 29 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Athletics; Attitude Change; *Females; *Sex Bias; Sex Role; *Sex Stereotypes; Social Action; *Social Attitudes; Social Influences; Socialization; *Womens Athletics

Sport values follow societal values, and, in American society, it is evident that men have determined the social, political, and economic values upon which this country has established its laws. An overview of the social influence of men in comparison to that of women in the development of American society points out how men and women have assumed their respective sex roles in the culture, and, similarly, their roles in sport. The sociocultural development in America is consequential to the sex-role socialization of men and women, and influential as such to the manner in which males and females engage in sport. The control and perpetuation of prescribed sex-role behaviors is assured through subtle harassment of persons who do not conform to stereotype. A chart illustrating the perpetuation of sex-roles for women lists the sociocultural influence (media, employment, family relations, legal, political, economic, and educational), the female stereotype in each milieu, the social and sport harassment evident in each, and the counter-actions necessary to overcome both stereotyping and harassment. (JD)

ED 238 475 JC 830 565

Maryland Community Colleges Instructional Program Manual.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Planning; *Community Colleges; Curriculum Design; Evaluation Methods; Instructional Design; *Program Development; *Program Evaluation; Program Proposals; State Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

This revised manual presents a timetable, proposals and evaluation procedures, and information on the designation, discontinuance, and inactivation of instructional programs for Maryland community colleges. After the first section presents a timetable for the proposal and evaluation of new and existing instructional programs, information on instructional program proposals provides definitions of transfer and occupational programs; procedures related to filing letters of intent for development of new programs; and evaluation, review, endorsement, and revision procedures. Next, the designation process for statewide instructional programs is examined in terms of general criteria for statewide designation, and review and approval procedures. Then, instructional program evaluation is discussed with focus on the system of quantitative evaluation, criteria used to determine whether a qualitative evaluation of a program is required, and a summary of evaluation procedures. Finally, procedures for discontinuance and inactivation of instructional programs are specified. Appendices include forms for instructional program proposals, designation, and discontinuance; a market analysis survey form; information on the distribution of statewide instructional program funds; and a guide for users of the program data-monitoring system printout. (HB)

ED 238 548 PS 014 009

Berlage, Gai Ingham
Middle-Class Childhood: Building a Competitive Advantage or Early Burn-Out.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Adolescents; Athletics; Behavior Disorders; *Child Rearing; *Children; *Competition; Expectation; Middle Class Culture; Parent Child Relationship; *Parent Role; School Role; Social Change; Stress Variables
IDENTIFIERS- *Parenting

Since the 1950s, parenting and childhood in America have changed dramatically. Childhood as a period in which to grow at one's own pace in a protected environment largely removed from adult supervision has given way to a new era in which the parent acts as supervisor and director of the child's development. Such involvement, especially by middle class parents, places unnecessary strain on children to compete and achieve, and often places unrealistic expectations on them. Ironically, whereas more is now known about individual differences in child development, the knowledge is poorly used: In reality, children's behaviors and abilities are compared with school standards or norms. Whether in school or on the playing field, the child is persistently pressured to perform competitively, and his or her performance is constantly measured and recorded; childhood more and more resembles the purposeful, success-centered, competitive world of adults. In many ways, children are expected to be miniature adults, but they are not provided the social status and privilege of adults. Excessive pressure on adolescents may lead to several undesirable outcomes, including narcissism in adulthood, escapist involvement with drugs or cults, burn-out, and feelings of anomie or normlessness. It is likely that such trends will continue. Unfortunately, childhood in the year 2000 will be marked by an intensification of the pressures and fears that characterize contemporary times. (RH)

ED 238 598 RC 013 452

Condon, E. C., Comp.

Bibliography on Migrants and Migrant Education, 1981-1982. Series A.. Reference Materials.

Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Agricultural Laborers; Economic Factors; Elementary Secondary Education; Family Life; Federal Programs; Life Style; *Mexican Americans; Migrant Children; *Migrant Education; Migrant Health Services; Migrant Housing; *Migrant Programs; *Migrants; Migrant Welfare Services; Migration Patterns; Puerto Ricans; Regional Programs; *State Programs; Teacher Education
IDENTIFIERS- Migrant Student Record Transfer System

A 1981-82 bibliography of available literature on migrants and migrant education, from the Rutgers Intercultural Relations and Ethnic Studies Institute, primarily lists publications which appeared between 1970 and 1980. The 379 entries are divided into 15 sections: bibliography (7); children (24); economics (7); education (100); family (9); health (22); housing (12); labor (29); law (12); life (39); Mexican Americans (12); mobility (25); programs (national--7, regional--4); state programs (Arizona--1, California--9, Colorado--2, Florida--3, Idaho--1, Illinois--1, Indiana--1, Massachusetts--1, Michigan--4, Mississippi--1, Montana--1, New Jersey--12, New York--2, North Carolina--1, Ohio--1, Oregon--4, Pennsylvania--1, South Carolina--1, Texas--11, Virginia--1, Washington--2, Wisconsin--2); and Puerto Rico (7). The education section is subdivided into curriculum (7) general (58), materials (12), Migrant Student Record Transfer System (6), and teacher training (17). Appendices list 20 federal agencies, 11 additional information sources, 2 funding agencies, and 46 state educational agencies; provide a map of migrant streams; and list states in each of the 3 streams, with homebase states indicated. (MH

ED 238 625 RC 014 494

Jernstedt, G. Christian; Johnson, Bradley T.
The Effects of Long Term Experiential Learning Programs on Their Participants.
PUB DATE- 1 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Expectation; *Experiential Learning; Higher Education; Longitudinal Studies; *Measures (Individuals); *Outcomes of Education; *Outdoor Education; *Research Methodology; Standardized Tests; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Dartmouth College NH; *Outward Bound; Subjective Tests

Because previous research on long-term effects of Outward Bound programs has been contradictory, a study to analyze the impact of the Dartmouth College Outward Bound Center's Living/Learning Term program on undergraduate participants used a comprehensive battery of nine inventories to measure the effects of Outward Bound over time. The battery of standardized and specially constructed inventories measured the moods, personality, socialization, values, self-concepts, activities, and self-report indicators of 12 Outward Bound and 12 non-Outward-Bound undergraduates at the beginning and again at the end of a 3-month period. Results indicated no change over time nor difference between groups on personality, socialization, values, or self-concept inventories, but evident differences between groups in mood states. As the academic term progressed, all groups showed increased depression, dejection, and tension, and decreased self-acceptance and sense of well-being. The control group demonstrated increased anger and hostility while the Outward Bound group remained the same on these scales and also spent more time in recreation. Overall, the standardized tests showed fewer changes than the specially constructed inventories. Also, the more subjective the inventory, the greater the differences revealed. Recommendations include conducting studies of long-term effects over a longer period of time. (SB)

ED 238 653 RC 014 530

1983 Annual Report of the American Camping Association.
American Camping Association, Martinsville, Ind.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Camping; Environmental Education; Facility Guidelines; Finance Reform; Futures (of Society); Group Membership; Inservice Education; Leadership Training; *Long Range Planning; Organizational Change; *Organizational Objectives; *Organizations (Groups); Private Financial Support
IDENTIFIERS- *American Camping Association; Megatrends

The 1983 annual report of the American Camping Association (ACA) reviews trends and successes of the year. ACA President Charles Kujawa specifies trends affecting ACA which are paralleled by salient ideas in John Naisbitt's book, "Megatrends." Armand Ball, ACA Executive Vice President, notes changes, including a positive financial picture, revised standards, increased emphasis on leadership education for camp staff, and increasing membership. A review of the year discusses long-range planning, government relations, membership, publications, public relations, standards, and education (including the official change from the old term "leadership training" to "education"). Financial data are provided, including comparisons of fiscal years 1982 and 1983. The mission and goals of ACA are set forth, and include contributing to the mental and physical well-being of children and adults by extending the educational and recreational benefits of outdoor living and fostering development of awareness and appreciation of the interdependence of all living and non-living resources along with a sense of stewardship for them; encouraging maintenance of high professional practice for camp leadership and in camps; and promoting public interest and participation in organized camping. Contributors, life members, national board and committee members, ACA trustees, and national staff are listed. (MH)

ED 238 715 SE 043 694

Dollar Value of U. S. R&D Expenditures Overseas Declined in 1982.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-83-329
PUB DATE- 30 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- *Expenditures; *Financial Support; *Foreign Countries; Futures (of Society); *Industry; *Overseas Employment; Performance Factors; *Research and Development; Technology

These highlights are based on mail responses to a National Science Foundation (NSF) inquiry to its Industrial Panel of Science and Technology, and interviews with other research and development (R&D) officials. Although it is not intended to be a statistically valid sample of R&D firms, NSF's Industrial Panel includes representatives from all major R&D-performing industries. Of the 84 companies contacted, replies were received from 58 firms, of which 46 conducted R&D abroad. These companies account for approximately 50 percent of R&D conducted overseas by U.S. firms. The 46 responding R&D directors discussed factors influencing their firms' decisions to engage in R&D activities abroad and provided projected changes i the growth of overseas R&D activities during 1983 and 1984. Findings are reported under these categories: characteristics of firms funding R&D abroad; trends in R&D funding; factors underlying the performance of R&D abroad; and outlook. Among the findings highlighted are those indicating that the U.S. R&D spending overseas will remain level in current dollars during 1983 and rise by approximately 7 percent in 1984 (provided certain assumptions are met) and that reasons for conducting R&D overseas were site-specifi manufacturing/sales needs and opportunities to participate in scientific advances made in other countries. (JN)

ED 238 834 SP 023 196

Stennett, R. G.; Earl, L. M.
Open Area Elementary Schools: Survey of Teachers' Attitudes and Opinions. Research Report 83-01.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Class Organization; Classroom Environment; Educationa Facilities Design; Elementary Education; *Elementary School Teachers; Foreign Countries; Grouping (Instructional Purposes); *Open Plan Schools; Program Evaluation; *Teacher Attitudes; *Team Teaching
IDENTIFIERS- Canada

A survey of 131 Canadian elementary school teachers teaching in open areas sought to discover the extent to which open education concepts were being implemented and to solicit their opinions about a variety of problems and issues related to implementation. The survey asked teachers to rate their current situation and personal preferences on 11 scales related to planning and organization and 13 scales related to provision of instruction. Responses to a 4-point rating scale questionnaire indicated that current practices of teachers with respect to organization and planning tended toward the "closed" end of most scales. With minor exceptions, teachers' personal preferences shifted somewhat toward the "open" end of the scales. In response to scales related to instructional dimensions, teachers indicated that current practice in this area clustered toward the "closed" end of the scale on six dimensions, toward the "open" end on five, and near the middle on two. Teachers' personal preferences were either similar to their current practice or shifted toward the "open" end of the scale. Strengths of open areas were identified as sharing of ideas, techniques, and materials; team teaching and cross-grade grouping of students; providing personal and professional support from colleagues; and capitalizing on the special strengths and talents of teachers. Weaknesses cited included noise and distraction, limits on spontaneity in teaching, and occasional disagreement between team teachers. Study data are appended in nine tables. (JD)

ED 238 490 JC 840 019

Job Prospects and Educational/Training Requirements of Kansas City Area Business and Industry.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE- Dec 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTIONS- Community Colleges; Computers; *Education Work Relationship; *Employer Attitudes; *Employment Opportunities; Employment Projections; *Employment Qualifications; *Job Skills; Job Training; Occupational Surveys; Questionnaires; *School Business Relationship; Skilled Occupations; Two Year Colleges

IDENTIFIERS- *Kansas (Kansas City)

In summer 1983, a study was conducted by Johnson County Community College to assess the job prospects and manpower requirements of Kansas City area business and industry. The study sought to determine employers' perceptions of the skill levels and educational/training requirements of their employees, prospects within selected job categories, and current and anticipated use of computer technology. A sample selected from the 35,000 companies in the Kansas City area included all companies with 100 or more employees and a random sample of those having fewer than 100 employees. Based on responses from 432 companies (15% of those surveyed), study findings revealed: (1) the respondents rated basic reading, math, and writing; communications; and interpersonal skills as the most important present and future employee skills; (2) the jobs rated as having the best prospects were salesperson, data entry operator, processing technician, and computer programmer; (3) the minimum educational requirement for the vast majority of jobs was a high school diploma, while a certificate or associate's degree was required for most skilled trades and a bachelor's degree for professional positions; and (4) a majority of the responding companies used computers for bookkeeping, data processing, and records management, and 80% anticipated using computers for all routine office operations in the future. Appendices include current and projected employment summaries, and the survey instrument. (HB)

ED 238 533 PS 013 908

Fogel, Alan

The Role of Adults in Infant Development: Implications for Early Childhood Educators.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attachment Behavior; *Child Caregivers; Cognitive Development; *Day Care Centers; Early Childhood Education; Early Experience; Environmental Influences; High Risk Persons; *Infants; *Parent Child Relationship; Peer Relationship; Research Needs; Self Control; Social Development; *Teacher Role
IDENTIFIERS- *Social Interaction

Presented in this paper are a selective review and summary of recent research findings concerning the adult's role in infant development. After an introduction setting forth assumptions guiding the selection of issues and findings, the first section discusses research on parent/infant interaction. Some of the classic concepts of infant development, such as bonding and fear of strangers, are critically examined. Also discussed in the first section are the early relationship between parents and their infant, early forms of self-regulation, interaction at a distance, the beginnings of infant initiative, coping with an expanding awareness and new emotions, and the beginnings of self-assertion. The second section examines the role of nonfamilial caregivers, specifically in relation to group care contexts and their impact on the infant and on the parent-infant relationship. Specific attention is given to the effects of day care on cognitive development and the role of other children in group care settings. The third section considers issues related to lasting effects of the infant's early experience with adults. Discussion focuses on infants at risk, effects of the physical environment, and the need for improved research. Finally, several conclusions based on the reviewed findings are offered. (RH)

ED 238 612 RC 014 371

Luck, Uwe

On the Subculture of Development Extension Agents from Overdeveloped Countries.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Beliefs; Culture Conflict;
*Developed Nations; *Developing Nations; *Development;
Ethnocentrism; *Extension Agents; Rural Development; Social Change;
Subcultures; *Values
IDENTIFIERS- *Impact

Studying the characteristics of development extension agents can help in the understanding of the dynamics of development. These key personnel exhibit certain traits, not yet corroborated scientifically, as they attempt to induce drastic changes in the values, beliefs, production, and consumption patterns of developing nations in order to move them toward the prevailing socio-economic state of affluent societies. Financed by government funds, development extension agents work under government rather than target-group authority. They have little empathy for other ways of life and little rapport with target groups that do not share their higher education and living standards. They lack trust in the self-help capabilities of non-elite peoples. The agents extend the images of unlimited good and unlimited aspiration to people whose beliefs center on the finite nature of desirable things. They are innovative and modernist but advocate the maximum possible change rather than the minimum required change. With limited time and world views, they disregard the world's resources. Agents should modify their behaviors and attitudes because of the dangers of imposing a minority way of life on a majority and because of resource/consumption imbalances. Development should satisfy life needs without endangering life itself. (SB)

ED 238 685 SE 043 547

Simcox, William A.

Configural Properties in Graphic Displays and Their Effects on Processing.

Consulting Statisticians, Inc., Wellesley, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-79-0066
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Cognitive Processes; *Graphs; Mathematics; Perception Tests; *Performance Factors; Psychological Studies; Visual Learning; Visual Literacy; *Visual Perception

This investigation into the effects of configural properties (properties determined by the interrelationships existing between component parts) used a selective attention task to determine whether intersection is a primary encoding feature or is constructed after slopes and heights are perceived. The method for encoding feature identification, primary encoding features, and the question of whether or not configural superiority can be modified are discussed. The subjects (N=12) were adults with no prior experience in card sorting tasks. The task required subjects to classify stimuli that vary in two of their properties - speed and accuracy. A previous task with stimuli varying in only one dimension served as a baseline. Results indicate that the configural property of intersection is perceived directly rather than constructed from the stimulus components. Modifications to configurations, the experimental methodology and statistical analysis including error analysis are described. The geometric concept of intersection is described as analogous to the statistical concept of crossed interaction and to its mathematical interpretation as a departure from parallelism. The results of the experiment are discussed relative to the usefulness of the findings to graph design. A list of 13 references, 3 figures and 3 tables are attached. (JM)

ED 238 730 SE 043 752

United Nations Environment Programme. Annual Review 1981.
United Nations Environment Programme, Nairobi (Kenya).
REPORT NO.- ISBN-92-807-10575
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Conservation (Environment); *Ecology; Elementary Secondary Education; *Environmental Education; Environmental Research; *Environmental Standards; Higher Education; Industry; International Programs; Natural Disasters; *Oceanography; Physical Environment; Science Education; Soil Conservation; Water Resources
IDENTIFIERS- *Environmental Economics; Environmental Management; *Groundwater; Hazardous Materials; United Nations Environment Programme

This edition of the United Nations Environment Programme (UNEP) annual report is structured in three parts. Part 1 focuses on three contemporary problems (ground water, toxic chemicals and human food chains and environmental economics) and attempts to solve them. Also included is a modified extract of "The Annual State of the Environment Report" presented to the ninth session of the UNEP Governing Council by the executive director, Dr. Mostafa K. Tolba. Part 2 contains separate reports on UNEP activities, including: environmental monitoring; International Referral System for Sources of Environmental Information (Infoterra); chemicals in the environment; outer limits and basic human needs; human settlements; human/environmental health; desertification; soils/water conservation/living and genetic resources; environmental management and the integrated approach to environment and development; environmentally sound and appropriate technologies; oceans; ecosystems; environmental law; industry and environment; natural disasters; energy; environmental education; environmental data; information; and expenditures of the Environment Fund. Major program/project activities and costs (when appropriate) are provided in these reports. Part 3 includes a guest editorial (by A. W. Clausen) entitled "Sustainable Development - The Global Imperative." (JN)

ED 238 760 SO 015 135

Anderson, Deborah B.; And Others
What Is Your Cobra E.Q.?
Cranston School Dept., R.I.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Awards; *Concept Teaching; Costs; *Economics Education Experiential Learning; Grade 8; Junior High Schools; Learning Activities; Marketing; Program Descriptions; Resources; Skits; Social Studies; Student Developed Materials; Tests; Theater Arts
IDENTIFIERS- *Media Role; Media Use; Supply and Demand

An award winning project for incorporating economics study into th junior high school curriculum is described. As a joint activity of 3 eighth grade social studies classes, 60 students created a videotape program to teach and test 6 basic economic concepts: scarcity and choice, opportunity costs, productive resources, production, supply and demand, and market price. Components of the video program consisted of several teaching segments. Students used a puppet cobra to introduce and discuss the economic concepts, conducted skits which applied the concepts to everyday school situations, and developed questions which tested the covered concepts. In addition to developing and producing the videotape, students advertised and organized viewing of the program by the entire junior high school student body. Program evaluation, based on schoolwide results of the test, indicated that students who had seen the video scored approximately 30% higher than those who had not. Appendices include program script, credits, test, test data, and test directions. (LP)

ED 238 806 SO 015 368

Maxey, Phyllis F.
Fair Employment Practices. Instructor's Guide and Student
Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave.,
Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Case Studies; Conflict Resolution; Economi
Education; *Employer Employee Relationship; Employers; Employment
Interviews; *Employment Practices; Employment Qualifications;
Government Role; Instructional Materials; Job Application; Labor
Market; *Labor Relations; Laws; Learning Activities; Role Playing;
Secondary Education; Units of Study
IDENTIFIERS- Civil Rights Act 1964; Equal Employment Opportunity Ac
1972; Equal Employment Opportunity Commission; *Fair Employment
Legislation; Regulatory Agencies

Designed to help secondary school students understand employment practices and prepare for future job interviews, this 5-day unit focuses on the interplay among businesses, employees, and the government in determining fair hiring practices. Two sections include a teacher's guide and a student activity packet. Following an overview of activities and objectives, the teacher's guide describes five daily lessons. Also included are a list of follow-up activities, answer keys, student handouts, and recommendations for using business people as classroom resources. The student materials contain six learning activities. Students examine such topics as th role of the personnel manager, fair conduct toward prospective employees, the Civil Rights Act of 1964, government regulatory agencies, and job interview techniques. Specific activities include readings, role playing, a simulated job interview, case studies of Equal Employment Opportunity (EEO) disputes, job application forms, and a vocabulary worksheet. (LP)

ED 238 850 SP 023 493

Haines, Michael P.
Eat, Drink and Be Merry: Signs and Symptoms of Alcohol Wellness.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Alcohol Education; *College Students; Drinking; Drug Use; Health Education; Higher Education; *Physical Health; *Positiv Reinforcement; Program Development; Student Attitudes; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Alcohol Wellness

Most college students are drinkers, but most of these drinkers are not problem drunks or alcoholics. College students are in fact an ideal population, at an opportune stage of development, to be taught healthy drinking practices. One major obstacle to teaching "alcohol wellness" is the considerable number of health educators who attempt to teach alcohol abstinence through fear of alcohol-related illnesses. When people attempt to teach health and prevent harm solely through fear, they become entangled in scare tactics, negative and punitive reinforcers, and holier-than-thou humbuggery. These tactics may be used with limited success among elementary school students and some adult populations, but they always fail on the college campus. Another way to teach about alcohol is to define alcohol usage in the affirmative, as alcohol wellness. When a person is "alcoholically well," his adaptive responses and coping resources are strengthened. Healthy drinkers share six characteristics. They: (1) recognize alcohol as a potent drug; (2) know their family alcohol history; (3) drink two or three drinks or less daily; (4) abstain periodically from alcohol use; (5) drink within social sanctions and cultural rituals; and (6) drink for positive reasons. (JMK)

ED 238 505 JC 840 037

Bonczar, Thomas P.; Easton, John Q.
The Effect of Mastery Learning on Student Achievement.
Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.
PUB DATE- 19 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Community Colleges; Comparative Analysis; *Mastery Learning; Two Year Colleges; *Two Year College Students

For 10 years or more, teachers at the City Colleges of Chicago have used mastery learning, a teaching technique that focuses on the use of a corrective/feedback process to improve student learning. Early studies of mastery learning at the colleges comparing student grades in mastery learning classes to control classes in which these techniques were not used demonstrated a positive effect, with significantly more students earning credit grades in mastery classes than in comparable non-mastery classes. A recent study sought to determine whether differences in the amount of exposure to mastery learning methods could be related to performance. The colleges' computer-based student recordkeeping system provided information on students' grades and the instructional method used in their courses. A comparison of the earned credit ratios (ECR's) of students taking no mastery learning classes, one mastery learning class, and two mastery learning classes revealed: (1) in eight of nine comparisons, mastery learning sections had higher ECR's than comparable non-mastery learning sections; (2) students who took no mastery learning classes had an overall ECR of 64%, while the ECR of those taking one mastery learning class was 59% and that of students taking two mastery learning classes was 66%; and (3) there were no significant differences in the average difficulty of the non-mastery learning classes taken by mastery learning students and other students. (LAL)

ED 238 564 PS 014 042

Kean, Thomas H.
Education in New Jersey: A Blueprint for Reform.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 6 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Change; *Educational Improvement; *Educational Innovation; *Educational Needs; *Educational Policy; Educational Responsibility; Educational Testing; Education Majors; Government Role; Graduation Requirements; Master Teachers; Professional Development; Teacher Education; Teacher Qualifications
IDENTIFIERS- *New Jersey

The most important issue facing the people of the United States is education. National reports have defined the problem. The need for reform can no longer be questioned. A solution must be devised and New Jersey is ready to act. As Governor, the author offers several proposals for restoring the vigor of the state's schools. Each district will formally define its needs, declare its goals, and show how it will get results. The reorganized department of education will help the districts find solutions. State and local responsibilities will be balanced through planning and monitoring; the monitoring system will concentrate on districts that really need help. As the school environment is improved and standards are set for students' classroom behavior, standards for academic achievement can be raised. A new, tougher statewide graduation test has been established. High standards must also apply to bilingual students. If students cannot show competency in English, they will not get a New Jersey diploma. The quality of New Jersey teachers and school administrators must be upgraded. Ways to better use the state's talented and trained teachers and to bring a wider range of talented and skilled people into the schools must be found. To attract highly qualified individuals, starting salaries must be increased. To improve professional development programs for teachers, New Jersey should establish an academy for the advancement of teaching and management. Finally, the state should establish a master teacher program because extraordinary teachers deserve extraordinary compensation. (RH)

ED 238 581 PS 014 079

Brody, Leslie R.
Children's Emotional Attributions to Themselves and Others: A Measure of Children's Defensiveness.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Children; *Emotional Response; Individual Differences; *Mothers; Parent Influence; Psychological Characteristics; *Sex Differences; *Socialization
IDENTIFIERS- Childrens Defensive Behavior Scale; Childrens Social Desirability Scale; *Defensiveness

Three studies explored age, sex, and individual differences in children's defensiveness about four feelings: happiness, anger, sadness, and fear. Also investigated was the relation between children's defensiveness and their mothers' comfort with and expression of feelings. Participants included children ranging in age from 4 through 11 years of age and their mothers. The primary measure used to assess defensiveness was the quality and intensity of children's emotional attributions toward themselves and others as story protagonists. In the second study, two additional measures were used: a self-report scale indicating children's tendencies to deny commonly experienced socially undesirable thoughts, feelings, and behaviors and a scale with which mothers rated children's defensiveness. In the third study, mothers additionally completed a self-report measure of emotional styles. Results of the first study provided evidence of defensiveness among 7-, 9-, and 11-year-old children. The second study provided additional evidence that, even at the ages of 4 and 6 years, children behave defensively. Age and sex differences were found to emerge on the emotional attribution task but not on the social desirability scale or parent rating form. Results of the second study also suggested that, within age groups, children may vary individiually in their defensive styles. Preliminary results of the third study indicated that mothers who are not comfortable with their own feelings may promote defensiveness in their children. (RH)

ED 238 640 RC 014 512

Arredondo, C.; And Others
A Handbook for Title I Migrant Parent Advisory Councils: Understanding the System=Un Folleto Para los Concilios de Padres Titulo I Migrante: Entendiendo el Sistema.
Education Service Center Region 1, Edinburg, Tex.
PUB DATE- 82
LANGUAGE- English; Spanish
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Advisory Committees; Definitions; Elementary Secondar Education; Evaluation Criteria; Evaluation Methods; Grievance Procedures; Group Activities; Interpersonal Communication; Meetings *Migrant Education; *Migrant Programs; Organizational Communication *Parent Associations; *Parent Participation; Parent Responsibility; Parent Role; Program Budgeting; Program Evaluation; Records (Forms) State Programs
IDENTIFIERS- ESEA Title I Migrant Programs; Oregon; *Parent Advisory Councils; Public Law 95 561; *Texas

A bilingual handbook for Title I migrant Parent Advisory Councils (PACs) was designed to be used by administrators, teachers, consultants and parents in organizing and training PACs at local, district, and state levels. All information is duplicated in separate English and Spanish sections. The first part discusses the Texas migrant program, including background, migrant grants and services, and complaint procedures. A second part covers parental involvement and the role of PACs. Procedures for conducting a meeting are explained in the third section. The fourth part describes evaluation types, parents' role in project evaluation, and evaluation of PACs. Title I application procedures, budget guidelines, and sample application forms are given in the fifth part. The sixth section contains forms and activity guidelines including a parent visitation checklist, parent questionnaire, task sheet, test for migrant PAC members, conference/workshop report form, minutes form, committee report form, treasurer report form, parent evaluation checklist, getting-to-know-you activities, and meeting procedures. A seventh section gives sample by-laws for PACs in Oregon and in McAllen and Dallas, Texas. A 59-item glossary comprises the eighth section. An 8-item list of information sources concludes the handbook. (MH)

ED 238 746 SO 015 006

Palmer, George E., Ed.
Economic Education Projects: Abstracts from the 1980-81 Competition.
Joint Council on Economic Education, New York, N.Y.
SPONS. AGENCY- International Paper Company Foundation, New York, N.Y
PUB DATE- 82
AVAILABLE FROM- National Depository for Economic Education Awards, Illinois State University, Milner 184, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Awards; Business; Consumer Economics; Economic Development; *Economics Education; Elementary Secondary Education; Entrepreneurship; Environment; Higher Education; Interdisciplinary Approach; Investment; Marketing; Monetary Systems

Resources; Socioeconomic Influences; Teacher Developed Materials

Abstracts of innovative and imaginative economics units are provided in this annotated listing of economic education projects submitted to the 1980-81 National Awards Program for Teaching Economics. Over 200 abstracts are contained in separate sections covering materials for primary grades, intermediate grades, junior high schools, senior high schools, and colleges and universities. Each project abstract is preceded by a listing of title, entrant's name and school affiliation, specific grade level, and economic concepts covered. The units vary from weeklong elementary activities to yearlong interdisciplinary projects. Examples are working an economics puzzle, baking and marketing cookies, and holding a consumer fair (primary grades); opening a checking account, marketing Christmas ornaments, and buying stocks (intermediate grades); studying food scarcity and creating an in-class economic system (junior high school); simulating a job hunt, investing in commodities, and studying the economics of recycling (high school level); and developing a computer simulation and an inservice teacher program (college level). Projects are indexed by title and entrant. A separate index lists award winners. (LP)

ED 238 791 SO 015 329

Consumer Education (A High School One Semester Course).
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-82-3783
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advertising; Budgeting; *Consumer Education; Consumer Protection; High Schools; Home Management; Housing; Instructional Materials; Insurance; Interdisciplinary Approach; Investment; Learning Activities; Marketing; Money Management; Occupations; *Social Studies; Taxes; Units of Study

Designed for a one-semester high school social studies elective course, this curriculum guide uses a multidisciplinary approach to teach consumer education. Eight units of study cover the marketplace, consumer protection, decision making, money management, credit and taxes, basic necessities, housing, and future security. Within each unit, an overview is followed by three lessons on specific aspects of consumerism. Sample lessons are: fraud, advertising, and scarcity (the marketplace); occupations and budgeting (money management); and life insurance, investments, and health insurance (future security). Each lesson includes an overview, generalizations, concepts, objectives, vocabulary, an index to student references, a series of activities, readings or worksheets, appendices, and a bibliography. (LP)

ED 238 820 SO 015 412

Conklin, Nancy Faires; And Others
The Culture of Southern Black Women: Approaches and Materials.
Alabama Univ., University. Archive of American Minority Cultures and Women's Studies Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 83
GRANT- G008004758
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Expression; Black Achievement; *Black Culture; *Black Studies; *Creativity; Cultural Background; Cultural Influences; Ethnic Studies; *Females; Instructional Materials; Postsecondary Education; Regional Characteristics; Social Influences; Units of Study; Womens Education; *Womens Studies
IDENTIFIERS- *United States (South)

Designed for teachers and curriculum developers in postsecondary education, this curriculum focuses on traditional modes of creative expression of Southern black women as they relate to broader social and historical phenomena. The first of six sections provides an introduction to the curriculum for teachers. Section 2 examines the Southern black female identity through a presentation of basic concepts and terms and an exploration of the experiences that have shaped the Southern black woman's coming of age. Section 3 traces the roots of this culture from West Africa to the American South and then throughout the United States in order to convey the context in which the creativity of these women has developed. Arts and crafts, music, religious customs, and oral traditions are considered. The essays in section 4 examine each genre of creative expression, considering its West African precedents, cultural continuity, connections with women's life situations within the black community, and individual creativity within the artists themselves. Each of the preceding three sections is composed of two parts: approaches, which offers suggestions for class discussion and student activities; and materials, which contains essays describing the best multidisciplinary scholarship and resources. Section 5 introduces students to fieldwork techniques. A final section lists print and media resources and distributors' addresses. (LP)

ED 238 866 SP 023 618

Gonyer, Pamela G.
Computers and Contraception: Strange Bedfellows? Contraception Education Survey.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *College Students; *Contraception; *Females; *Gynecology; Health Education; Health Needs; *Health Programs; Higher Education; Microcomputers; *Program Effectiveness; School Health Services; Sex Education; Student Attitudes
IDENTIFIERS- University of Massachusetts Amherst

The University Health Services (UHS) at the University of Massachusetts, Amherst, has been conducting contraception education sessions since 1970. The Contraception Education Session lasts about one and one-half hours and consists of three sections: a slide/tape production overview of all prescription and nonprescription methods available, a discussion of the methods available through UHS with samples for inspection, and a film on breast and pelvic examinations to acquaint participants with what to expect during a routine gynecological evaluation. Contraception education sessions (which are mandatory for students who wish to obtain contraceptive devices) were extended to residential areas of the campus in the spring of 1982. These voluntary dormitory sessions allow students to remain more anonymous as to their sexual intentions. A feedback/evaluation questionnaire of 15 questions and 43 variables was developed and administered to 482 participants (53 percent from Health Center sessions and 47 percent from residential sessions). The survey had three purposes: (1) to assess participant satisfaction with the educational sessions; (2) to compare the attendees of the outreach sessions with those of the UHS sessions; and (3) to obtain program documentation and planning information. Another major goal of the survey was to ascertain the practicality of more routine microcomputer use in the Health Education Division evaluation and documentation process. Survey results are discussed in detail in an item-by-item analysis, and the survey instrument is appended. (JMK)

ED 238 881 SP 023 693

Freeze, Chester R.; And Others
The Length of Time Spent in Student Teaching as a Factor in Teacher Performance Evaluation at Clemson University.
PUB DATE- Feb 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Teachers; *Classroom Observation Techniques; Evaluation Criteria; Higher Education; Lesson Observation Criteria; Minimum Competency Testing; Program Development; State Standards; *Student Teachers; Student Teaching; *Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- *Assessments of Performance in Teaching (Test); *South Carolina

In 1979, Act 187, known now as the Educator Improvement Act, was mandated by the legislature of the State of South Carolina. One tenet of Act 187 was the establishment of an Educator Improvement Task Force to develop an instrument which could effectively measure minimal teaching competencies. To help in the content and design of the instrument, more than 50 state and national teacher evaluation forms were amassed, and, from these forms, 51 variables were identified as those skills essential to good teaching. The Assessments of Performance in Teaching (APT) instrument, developed from these variables, is divided into 5 performance dimensions (planning, instruction, management, communication, and attitude), each measured by means of 8 to 11 observation statements. Each teacher to be observed is first given an orientation to the APT. The teacher then prepares three model demonstrations and schedules observors to come in and evaluate those lessons using the APT, which is intended to measure minimal competency only. Because of Act 187, the role of colleges and universities has become one of preparing students to successfully complete the APT assessment during the first year of teaching. Clemson University (South Carolina) conducted a study of 112 student teachers, using the APT as the evaluation instrument, to discover whether lengthening student teaching would improve student teachers' skills and performance. Study results showed that extending a student's teaching experience would be beneficial. APT observation sheets are appended. (JMK)

ED 238 476 JC 840 001

Cohen, Arthur M.
Objectives for College Courses.

PUB DATE- 70
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- *Behavioral Objectives; *Course Objectives; Higher Education; Learning Modules; *Teacher Developed Materials

Developed for newly appointed or experienced college instructors, this monograph presents a process for specifying instructional objectives. After chapter 1 provides background on the process of writing learning objectives, chapter 2 defines the terms, "goals," "objectives," "instruction," and "learning." Chapter 3 provides the instructor with a programmed lesson in how to write objectives, while chapter 4 expands on the topic in narrative form, focusing on terminal, interim, and out-of-class objectives. Implications of the process of specifying objectives are examined in chapter 5, which addresses questions concerning who should write objectives, sharing of objectives, wording of objectives, specificity of objectives, detailing outcomes, frequency of revision, student abilities, informing students, student expectations, additional uses of objectives, and grading. Chapter 6 discusses common criticisms of the process, focusing on the effort required, unanticipated outcomes, problems in establishing causal relationships between teaching and learning, and the desire to enhance the individuation process. Finally, 100 sample objectives, classified according to subject area and level of complexity, are presented. Appendices outline methods for determining student understanding of the objectives, reporting student achievement, sequencing objectives, and determining class criteria. A list of available course objectives and a 33-item annotated bibliography are also appended. (LAL)

ED 238 519 PS 013 622

Decisions about Language. Student Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Academic Achievement; Communication (Thought Transfer); *Decision Making Skills; Discussion (Teaching Technique); Group Activities; Instructional Materials; Junior High Schools; *Language; *Language Arts; Learning Activities; Middle Schools; *Self Concept; *Sex Differences; Sex Fairness; *Sex Stereotypes; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, allows middle school students to compare and analyze male and female language. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 20 lessons organized into four parts: (1) basic principles of language and its effects on people; (2) differential treatment of males and females in written language; (3) examination of verbal and nonverbal communication of males and females; and (4) practice in making personal and group decisions. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

ED 238 549 PS 014 011

Tipps, Steve; Sanders, Tobie
Microcomputers and Young Children.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Early Childhood Education; Elementary Secondary Education; Student Educational Objectives
IDENTIFIERS- LOGO System

Early childhood practitioners should evaluate whether or not computers contribute to the growth of their students by considering computers in the planning phase of the educational program. The first approach, computer assisted instruction, includes drill and practice programs, tutorials or programmed instruction, and simulations or games. Computer awareness or literacy, the second approach, often emphasizes computer information rather than skill with computers. The third approach, computer usage, recognizes that computers are a tool and prepares the student to enter that world with skills and understanding. LOGO, a new computer language, is simple enough for preschool children and also encourages creativity and exploration of concepts. Five goals are specifically recommended for early childhood personnel: (1) learn about computers for yourself by reading computer magazines; (2) learn about LOGO; (3) learn about computer software; (4) say "yes" to computers, but choose wisely; and (5) remember early childhood goals. (BJD)

ED 238 599 RC 014 131

Promising Practices. Migrant Child Education - Region II.
Migrant Child Education--Region II, Oroville, CA.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141

DESCRIPTIONS- Elementary Secondary Education; English (Second Language); *Family Programs; Migrant Children; *Migrant Education; *Migrant Programs; Program Descriptions; Secondary Education; *Secondary School Students; Spanish Speaking; Supplementary Education; *Teacher Education
IDENTIFIERS- PF Project

Descriptions of 15 programs developed by Migrant Child Education Region II in northern California are presented. The programs are primarily for migrant secondary students, migrant families, and migrant teachers. Programs intended to meet the special needs of secondary students include: (1) a paraprofessional school advisor program; (2) a microcomputer-based system for keeping track of students' progress; (3) a health career project in which students work as medical assistants in a health clinic; (4) an evening program based on the 4-H club model; and (5) two summer programs which provide college experience. An additional summer project involves upper elementary grade students in health and fitness activities. Programs designed to assist the whole family include a migrant services aide program, two programs which provide educational opportunities for families, and a 4-H club for junior high school students and their families. Two programs for training teachers in English as a Second Language (ESL) instruction are described as well as an ESL program for migrant students in small districts. The final entry describes a human development program fo staff, students, and parents. (DC)

ED 238 626 RC 014 495

Beckner, Weldon; And Others
Needs in Smaller Schools of the United States: A Study. Research Monograph No. 3.
Texas Tech. Univ., Lubbock. National Center for Smaller Schools.
SPONS. AGENCY- Moody Foundation, Galveston, Tex.; New Mexico State Univ., Las Cruces. Center for Rural Education.
PUB DATE- 83
AVAILABLE FROM- New Mexico Center for Rural Education, Box 3CRE, Las Cruces, NM 88003 ($5.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academically Gifted; Administration; *Administrators;

Attitudes; Burnout; Classroom Techniques; Comparative Analysis; *Curriculum; Educational Needs; Educational Research; Elementary Secondary Education; Geographic Regions; Incentives; Instruction; Motivation Techniques; *Needs Assessment; *Professional Development Questionnaires; Racial Differences; Self Concept; Sex Differences; *Small Schools; Staff Development; Student Motivation; *Teachers
IDENTIFIERS- United States (Midwest); United States (Northeast); United States (Southeast); United States (Southwest); United States (West)

To conduct a national assessment of the educational needs of smaller schools in the 48 contiguous states, the National Center for Smaller Schools surveyed 951 schools in 17 states within 5 geographic regions during the fall of 1981. The superintendent, one principal, and three teachers in each sample school district completed a questionnaire focusing on three areas: curriculum and instruction, administration, and professional preparation and development. For all respondents, the most important issues concerned classroom management and school administration. The least important issues concerned curriculum offerings and instructional methods. Over 77% of the items were perceived both as important and well performed. However, 12 items seen as important but poorly performed constituted definite areas of need. Of these, most were in the professional preparation and development category. The top five needs were developing student motivational strategies, providing training in fostering positive student self-image, identifying strategies to deal with teacher burnout, providing professional development incentive programs, and providing programs for gifted and talented students. Although few differences existed between the perceptions of superintendents and principals, significant differences existed between teachers and the more positive administrators. Significant differences also existed between the Southeast and the Western regions. (SB)

ED 238 654 RC 014 531

Beaulieu, Lionel J.; Voth, Donald E.
A Review and Critique of Rural Development Research in the Land-Grant System Since 1970--with Focus upon the South. SRDC Series 65.
Southern Rural Development Center, Mississippi State, Miss.
SPONS. AGENCY- Mississippi Agricultural and Forestry Extension Service, Jackson.
PUB DATE- Jan 84
GRANT- 80-CRSR-2-0627

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agriculture; Community Development; Community Services; Cooperation; Energy; Federal State Relationship; Financial Support; Health Needs; Higher Education; Human Resources; Industrialization; Inflation (Economics); Institutional Role; Job Development; Labor Market; *Land Grant Universities; Local Government; Needs Assessment; *Research; *Research Needs; Rural Areas; *Rural Development; Water Rescurces; Youth
IDENTIFIERS- Impact; New Federalism; *United States (South)

An overview of rural development research in the United States Department of Agriculture's land grant environment focuses on southern 1862 and 1890 institutions. Although important to agricultural experiment stations, rural development research has received limited funding. A heterogeneous research program including human resources development, economic development, community facilities and services, environmental improvement, family and youth, natural resources and recreation, population, and small farms has received less than 5% of available resources. Further, rural development research is characterized by small commitments from relatively few people. Nevertheless, significant achievements have been made in several areas including documentation of rural conditions, rural industrialization and job development, community services and local government finance, rural youth and youth in agriculture, and needs assessments. Rural development research must balance the priorities of both the research community and the public. While little information about public priorities is available, researchers are apparently focusing on five research issues: the impact of growth and development on demand for and cost of services, water resources, health care, the impact of energy shortages and inflation, and the rural labor market. Trends in rural development research include collaboration, evaluation and estimation of program impacts, and implications of "New Federalism." (SB)

ED 238 668 SE 037 269

Altmann, Antonin, Ed.; Lipertova, Pavla, Ed.
The Didactics of Biology. A Selected Bibliography for 1979. Part I and Part II.
Charles Univ., Prague (Czechoslovakia). Central Library.
PUB DATE- 81

LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Biology; College Science; Higher Education; Instructional Materials; Science Activities; *Science Curriculum; *Science Education; Science History; *Science Instruction; *Science Materials; Secondary Education; Secondary School Science; Teacher Education; *Teaching Methods

Selected articles on various aspects of biology teaching published in 1979 have been annotated in this two-part bibliography. Entries from 18 journals representing 11 different countries are presented according to a topic area classification scheme listed in the table of contents. Countries represented include: Australia; Bulgaria; Czechoslovakia; Federal Republic of Germany; France; German Democratic Republic; Great Britain; Hungary; Poland; Soviet Union; and the United States. The 16 general topic areas include: didactics of biology as a scientific discipline; history of biology; biology instruction abroad; teaching/educational objectives; gnoseological, psychological, and logical foundations of biology teaching; biology curriculum and content; didactical principles in biology teaching; methods used in biology teaching; organizational forms of biology instruction; planning; achievement; biology teachers; articles and information related to scientific biology; and articles on geology, mineralogy, and petrography. Each entry (numbered according to a code in the table of contents) includes author, original title (and English translation when appropriate), complete journal reference, and English abstract. Entries do not necessarily reflect all the topic and sub-topic areas included in the table of contents. (JN)

ED 238 701 SE 043 676

Science Education Resources. An Annotated Bibliography.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
CONTRACT- 400-83-0001
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; Higher Education; *Learning; *Research Reports; *Science Curriculum; *Science Education; *Science Instruction; *Science Teachers; Teacher Education
IDENTIFIERS- *Science Education Research

Presented is an annotated bibliography, arranged alphabetically by author (first author, if more than one), of research-based documents on the teaching and learning of science. Documents included represent research findings and theoretical views of educational researchers and practitioners; many report and analyze research outcomes and discuss their implications for classroom instruction, school administration, or teacher education. Each entry includes author(s), title, abstract, availability, accession number, order number (EJ and ED numbers for ERIC documents when applicable), and list of descriptors. These descriptors serve as guides to an index section where related documents are listed. This section categorizes documents by author and accession number using ERIC descriptors. (JN)

ED 238 716 SE 043 695

Early Release of Summary Statistics on Academic Science/Engineering Resources.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTIONS- *College Science; *Employment; *Engineering Education
Engineers; *Enrollment; Expenditures; *Federal Aid; Females;
Graduate Students; Higher Education; Postdoctoral Education;
*Research and Development; Science Education; Science Equipment;
Scientists; Surveys

Presented are data derived from four surveys of academic science/engineering activities. Tables 1-5 include data from the Survey of Scientific and Engineering Expenditures at Universities and Colleges, FY 1982 (research and development expenditures by source of funds, character of work and others). Tables 6-12 include data from the Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, FY 1982 (federal obligations b type of activity and agency, geographic division, and others). Tables 13-20 include data from the Survey of Scientific Engineering Personnel Employment at Universities and Colleges, January 1983 (scientists/engineers employed by field, institution/status; male/female employment by status; and others). Tables 21-28 include data from the Survey of Graduate Science Engineering Students and Post-doctorates, Fall 1982 (science/engineering students by field, highest degree granted, sex, and others). In the expenditures, personnel, and graduate student surveys, data are submitted by institutions of higher education; data on federal obligations to academic institutions are collected directly from the major funding agencies. The four surveys include different proportions of the higher education universe, depending on the degree of concentration of the variables being examined. (JN)

ED 238 776 SO 015 308

Smith, Melinda, Ed.
Practical Law in New Mexico.
New Mexico Law Related Education Project, Albuquerque.
PUB DATE- Jan 82
AVAILABLE FROM- New Mexico Law Related Education Project, P.O. Box 25883, Albuquerque, NM 87125 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Civics; Civil Rights; Consumer Protection; Criminal Law; Delinquency; Employment; Family Life; High Schools; Housing; Laws; *Legal Education; Resource Materials; *State Government; Supplementary Reading Materials
IDENTIFIERS- Juvenile Justice System; *New Mexico

This book was written for teachers and students as a New Mexico supplement to "Street Law: A Course in Practical Law" (West Publishing Company, 1980), a text used in many high school law classes. The book may also be used as a teacher and student resourc for civics, government, and other courses in the high school curriculum, or lay people might find the book useful as a practical handbook on New Mexico law. The material is current as of January, 1982. The first seven chapters, each of which corresponds to a chapter in the "Street Law" text, deal with the following topics: introduction to law, criminal law, juvenile law, consumer law, family law, housing law, and individual rights law. An eighth chapter dealing with employment law in New Mexico is also included. (Author/RM)

ED 238 534 PS 013 928

Preventing School Failure: The Relationship between Preschool and Primary Education. Proceedings of a Workshop on Preschool Research (Bogota, Colombia, May 26-29, 1981).

International Development Research Centre, Ottawa (Ontario).
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- IDRC-172e; ISBN-0-88936-300-5
PUB DATE- 83
AVAILABLE FROM- UNIPUB, Box 433, Murray Hill Station, New York, NY 10157 ($13.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Academic Failure; Case Studies; Compensatory Education; Developing Nations; Educational Policy; Educational Research; Foreign Countries; *Outcomes of Education; Poverty Areas; *Preschool Education; *Prevention; *Primary Education; Program Evaluation; Socioeconomic Status; *Stimulation
IDENTIFIERS- Argentina; Brazil; Chile; Colombia; Guatemala; India; Jamaica; Kenya; Latin America; Thailand; Turkey; United States

This volume consists mainly of presentations made at a seminar hel in 1981 in Bogota, Colombia, on the relation between preschool education and early childhood education. The seminar brought together educational researchers from many regions of the world as well as specialists in several different disciplines. Encompassing nine investigations conducted in Argentina, Brazil, Chile, Colombia, Guatemala, Jamaica, and the United States, part 1 of the publication presents (1) research on the effects of early stimulation programs on child development; (2) evaluations of the effects of preschool education on children's scholastic achievement at the time of school entrance; and (3) case studies of preschool education policies and programs in Kenya, Thailand, India, and Turkey. The case studies also describe the historical background and socioeconomic contexts in which preschool education is carried out in those four countries. Part 2 provides (1) an overview of early childhood programs in Latin America, (2) a discussion of conceptual issues in preschool and early primary education, (3) an account of the position and problems of preschool education in Latin America, (4) a discussion of compensatory preschool education for poor children, and (5) a summary of preschool research. Focusing on program objectives, research prospects, and policy formation, part 3 briefly summarizes the main points produced by working groups at the seminar. (RH)

ED 238 686 SE 043 549

Simcox, William A.
A Comprehensive Process for Display Systems Development.

Consulting Statisticians, Inc., Wellesley, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-79-0066
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Communications; *Computer Graphics; *Design Requirements; Display Aids; *Display Systems; *Human Factors Engineering; Visual Learning; *Visual Literacy; Visual Perception

A comprehensive development process for display design, focusing o computer-generated cathode ray tube (CRT) displays is presented. A framework is created for breaking the display into its component parts, used to guide the design process. The objective is to design or select the most cost effective graphics solution (hardware and software) to meet any problem situation. The framework is divided into informational structure/medium of display; these are broken into constituent elements and discussed with associated design issues. The informational structure includes content, format, and organization. The CRT is analyzed for display design criteria such as light, geometric parameters, and CRT display properties. Viewing area criteria are discussed. The components of medium and informational structure provide the framework for specifying hardware/software requirements for graphics systems. The process of display design is presented, beginning with feasibility studies, resulting in a set of useful solutions. Steps to obtaining a 'best' solution are summarized, creating an optimal candidate system which is physically realized and tested through detailed design activity. Results may indicate a need for revision/redesign requiring alternative solutions. The criterion for selecting the most effective solution is based on integrity of design. A list of 24 references, 18 figures and 6 tables are attached. (JM)

ED 238 731 SE 043 753

The Japan of Today, 1982.
Ministry of Foreign Affairs, Tokyo (Japan).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Art; Athletics; *Culture; *Economics; Elementary Secondary Education; Family Life; Foreign Countries; *Government (Administrative Body); Higher Education; Housing; *Industry; International Relations; Literature; Medical Services; Music; Natural Resources; Religion; Sciences; Theater Arts
IDENTIFIERS- *Japan

Following an introduction which discusses the history and geography of Japan, this book focuses on topics related to this country's government, economy, social conditions, and cultural life. Topics related to government include: constitution and emperor; legislature; executive power; judiciary system; foreign relations; and defense. Topics related to economy include: postwar development; present status; natural resources; industry; foreign trade; transport; and finance. Topics related to social conditions include: population; labor relations; family life; social security; medical services; housing; and environmental protection. Topics related to cultural life include: education; science; information media; literature; art; music; theater; religion; and sports. (JN)

ED 238 761 SO 015 136

Williams, Sandra L.
Sold to Dominic for 1 Troy and 3 (24) Fin: An Economic Money System.
Lafayette School Corp., IN.
PUB DATE- 81
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Awards; Cost Effectiveness; Costs; Economic Opportunities; *Economics Education; Entrepreneurship; Grade 6; Income; Intermediate Grades; Investment; *Monetary Systems; Program Descriptions; Simulation; Teacher Developed Materials; Units of Stud

Arranged in two sections, this paper details a project for incorporating ongoing economics study into a sixth-grade curriculum by creating an imaginary economic system. Section 1 highlights the main activities of the project, which include the following. A money system, based on units of 12 to enhance multiplication skills, was instituted, with students earning money for doing homework, working around the room, and serving as class officer; further, students spent money for misbehaving, failing to finish assignments, renting the room and desks, and using the room utilities. Following a 2-week freeze to enable students to accumulate capital, students were held responsible for all expenses. Biweekly auctions were instituted to teach about pricing, supply and demand, saving, and economic decision making. Class officers were elected for 2-week paid terms. During the second semester, the option of money market certificates and private enterprise (private desk washing services) were introduced into the system as economic incentives. Section 2 outlines class profile, project objectives, economic content, area objectives, and evaluation. Appendices contain a summary of the money system, weekly schedule, price indexes, money equivalents, and examples of money. (LP)

ED 238 835 SP 023 314

Youth Participation in Health.
Institute for Responsive Education, Boston, Mass.; National Commission on Resources for Youth, Inc., Boston, MA.
SPONS. AGENCY- Noyes Foundation, Inc., New York, N.Y.
PUB DATE- Jun 83
AVAILABLE FROM- Institute for Responsive Education, 605 Commonwealth Ave., Box C, Boston, MA 02215 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescents; Community Problems; *Conferences; Conflict Resolution; *Cooperative Planning; Decision Making; *Healt Education; Interpersonal Competence; Peer Counseling; Secondary Education; Self Actualization; Sex Education; *Social Action; *Student Participation; Youth Programs

This manual is designed to teach young people about planning a conference and to offer advice to the adults working with them on providing support. It is based on a successful sex education conference sponsored by the Youth Action Program (East Harlem, New York), which was planned and conducted by young people with minimal adult leadership. Part 1 of this manual offers guidelines on: (1) clarifying the need, purpose, and goals; (2) charting the planning process and forming a planning group; (3) developing leadership; (4 helping youth to speak out clearly; (5) establishing an effective planning group; (6) running meetings; (7) making decisions; (8) conflict resolution; (9) deciding on content (topics, issues, and questions); and (10) developing a format. In part 2, seven case studies are presented of youth participation in health projects. A brief report is given of each project's objectives, activities, problems, implementation, and outcomes. (JD)

ED 238 851 SP 023 494

Case, Robert W.

Eastern Thought and Movement Forms: Possible Implications for Western Sport and Physical Education.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Athletes; Competition; *Holistic Approach; Human Body; *Meditation; Movement Education; Non Western Civilization; Participant Satisfaction; *Physical Education; Physical Fitness; Relaxation Training; *Self Actualization; Social Attitudes; Sport Psychology; Western Civilization

American sport stresses the outward aspects of participation such as outcomes, rewards, goals, and winning; Eastern thought and movement forms emphasize the inner and spiritual aspects of human movement such as self-realization, spontaneity, body awareness, and enlightenment. In relating Eastern thought and movement forms to Western sport, five themes are found to be repeated in the literature: (1) practical and utilitarian concerns; (2) hidden dimensions; (3) metaphysical (mind/body) concerns; (4) competition concerns; and (5) pedagogical concerns. A discussion and analysis of these concerns' implications for Western sport is presented. Two emerging trends are identified. The first is the "movement arts" trend which emphasizes the depth and fullness of human movement experiences and a subjective/qualitative understanding of the body in meaningful relation with the world. The second trend suggests that movement activities which emphasize self-awareness and self-expression will play an important role in coping with a high technology future. (JD)

ED 238 491 JC 840 020

McCabe, Robert H.
Information Skills for the Information Age.
Miami-Dade Community Coll., Fla.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Planning; Community Colleges; *Curriculum Development; *Educational Change; Educational Objectives; Education Work Relationship; *General Education; Program Evaluation; Two Year Colleges; Writing Skills
IDENTIFIERS- Writing Across the Curriculum

As America enters the information age, industry will require a more knowledgeable work force, many new occupations will be introduced and old ones eliminated, and the nature of each occupation will be evolutionary. Information skills -- finding information, reading it, analyzing it, interpreting it, applying it, and communicating it -- will become the most important occupational skills. The goal of Miami-Dade Community College (MDCC) is to help every student, regardless of his/her program, to develop these skills and the next major step in the educational reform initiated at the college in 1978 will be to implement changes to reach this goal. Elements in this reform will include the following: (1) the annual performance objectives for academic staff will include an objective related to the improvement of students' information skills; (2) writing and reading objectives will become a part of each course's objectives; (3) writing expectations will be included in course outlines; (4) support will be provided to help faculty teach writing across the curriculum; (5) class size will be reduced to a mean of 22 students; (6) writing laboratories will be available on all campuses; (7) an additional English requirement will be added; (8) a mid-program student assessment will be initiated; (9) the rationale for these changes will be communicated to students; and (10) an evaluation program to assess student gains in information skills will be a high priority. (LAL)

ED 238 506 JC 840 038

Easton, John Q.; Ginsberg, Rick
Student Learning Processes: How Poorly Prepared Students Succeed in College.
Chicago City Colleges, IL. Center for the Improvement of Teaching and Learning.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Goal Orientation; *Learning Strategies; *Overachievement; *Student Behavior; *Student Characteristics; Student Educational Objectives; Student Motivation; Study Habits; Two Year Colleges; *Two Year College Students

In 1982-83, a study was undertaken at the City Colleges of Chicago (CCC) to ascertain the attributes and learning processes of high-achieving students of relatively low aptitude so that these attributes and processes might be taught to other students to improve their achievement. Interviews were conducted with 26 CCC students who belonged to or were eligible to belong to the campus honor societies, and who had relatively low reading placement test scores. During the interviews students were asked about their background, financial concerns, high school background, college choice, study and work habits, in-class activities, teacher relations, personal goals, extracurricular activities, and satisfaction. Study findings included the following: (1) involvement, review/restudy, selectivity, and planning seemed to be the major processes responsible for academic success; (2) in-class involvement was demonstrated by regular attendance, taking notes, asking questions, and participating in discussions; (3) students were careful to choose an efficient study atmosphere out of class and took advantage of additional resources as needed; (4) students compensated for their academic weaknesses by taking refresher or developmental courses, building basic skills, reading for practice, and reviewing and restudying course material; (5) students were

highly selective in what they chose to study; (6) they planned ahead for the short- and long-term; and (7) they possessed strong motivation to achieve success. (LAL)

ED 238 582 PS 014 080

Nannis, Ellen D.; Cowan, Philip A.
Children's Understanding of Feelings: A Matter of Point of View.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Comprehension; Elementary Education; *Elementary School Students; *Emotional Experience; *Perspective Taking; *Research Methodology; Sex Differences
IDENTIFIERS- *Developmental Patterns

To refine methodology, a study was made of how 52 first-, third-, and fifth-grade boys and girls understood feelings in themselves and their parents. It was expected that older children would use more complex criteria than younger children and that differences would result from the number of points of view subjects had to consider to answer a given question. Questions about happy or sad feelings focused on three affective dimensions: process of feelings, interpersonal awareness of feelings, and multiple feelings. Composite scores were created by averaging scores on questions involving one, two, and three points of view. For each of the point of view composites, between-group analyses of variance for grade level and gender were performed; for each point of view, significant differences were found among grade levels, with third and fifth graders responding at higher levels than first graders. Boys tended to score higher than girls on tasks requiring taking one and two points of view. For every grade or gender, tests indicated that answers involving a single perspective or point of view invoked more sophisticated criteria than did answers involving two or three points of view. (RH)

ED 238 613 RC 014 395

Hunter-Grundin, Elizabeth; Karagiorges, Andreas
Case Study on Adult Education in the Inner London Education Authority. The CDCC's Project No. 7: The Education and Cultural Development of Migrants.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(83)-3
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Education; Career Awareness; Case Studies; Continuing Education; Curriculum Development; Daily Living Skills; *English (Second Language); Foreign Countries; *Inservice Teacher Education; Instructional Materials; Job Training; Limited English Speaking; *Migrant Education; Program Descriptions; *Program Evaluation; Second Language Instruction; *Second Language Programs; Sewing Instruction; Skill Development; Staff Development; Vocational Education
IDENTIFIERS- England (London); *Inner London Education Authority (England)

English as a Second Language (ESL) instruction is a critical service provided by the Inner London Education Authority (ILEA). ILEA operates 19 adult education institutions serving 275,000 part-time students in a 12-borough area where 131 different languages are spoken. To provide immigrant adults for whom English is a second language with the linguistic means to participate as fully as they wish in British society, ILEA's Language and Literacy Unit provides a wide variety of classes at all times of day in many locations. Approximately 400 part-time ESL teachers, trained in ILEA inservice programs, provide adult institute classes, off-site classes, linked skills ESL classes combining skills and language training, bilingual employment skills classes, ESL for the unemployed, industrial language training, summer schools, and career awareness. In addition, Further Education colleges combine ESL training with study skills, life skills, and job training. The ILEA program also includes provisions for home tutoring, baby sitting, and student recruitment and referral. Based on a brief evaluation, recommendations include providing a structured curriculum, student assessment and evaluation, professionally developed instructional materials, and extended child care facilities. Appendices include a list of teacher training courses and a description and example of linked skills classes. (SB)

ED 238 792 SO 015 330

The Hawaiian Monarchy: Instructional Materials/Resources for Grade 7 Social Studies. Draft.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Economic Development; Grade 7; Instructional Materials Junior High Schools; *Leaders; Learning Activities; Non Western Civilization; Political Influences; Revolution; *Social History; Social Influences; Social Studies; Sociocultural Patterns; *State History; Units of Study; World History
IDENTIFIERS- *Hawaii; Westernization

Materials in this curriculum guide for a seventh grade social studies course focus on the development of the monarchy period in Hawaii's history. Following a course outline, 10 study units cover map skills, early historical background, and the reigns of the following kings and queens: Kamehameha, Liholiho, Kauikeaouli, Alexander Liholiho, Lot, Lunalilo, Kalakaua, and Lili'uokalani. In each unit, the influences of political, social, and economic developments on Hawaii's growth are examined. Special attention is given to the influence of Westerners and their effect on the overthrow of the monarchy and subsequent annexation of Hawaii by the United States. Each unit includes the following components in a uniform format: overview, generalizations, concepts, objectives, and a series of sample introductory, developmental, and culminating activities and lessons. Supplementary materials and suggested sources are appended to units where applicable. (LP)

ED 238 807 SO 015 369

Maxey, Phyllis F.; Meier, Stephen C.
The Hamburger War. Instructor's Guide and Student Materials.
Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Business Communication; Case Studies; *Competition; Consumer Economics; *Decision Making; Economics Education; Government Role; Instructional Materials; Learning Activities; Secondary Education; Units of Study
IDENTIFIERS- American Telephone and Telegraph Company; Antitrust Laws; *Business and Society; Monopoly; Prices

One of a series of units on business issues for high school students, this packet uses the example of hamburger wars ("price wars" between hamburger stands) to introduce students to the ways i which businesses operate in a competitive environment. A teacher's guide and student materials are provided in two separate sections. Following an overview of activities and objectives, the teacher's guide outlines daily lessons of reading, discussion, and activities. Also included are answer keys, recommendations for supplemental activities, teacher background information and discussion guides, and suggestions for using business professionals as classroom resources. In the student materials section, students are introduce to a variety of business practices such as price fixing, mergers, trusts, and monopolies, and their impact on business and the consumer. Business decision-making, business organization, and

government regulation are also examined. A total of nine activities include fictional and real case studies of competition (hamburger companies) and legal disputes (American Telephone and Telegraph), readings on various types of business organization, a vocabulary worksheet, and an application exercise in which students choose actions that would violate anti-trust laws. (LP)

ED 238 867 SP 023 624

Frederick, E. Coston
Teaching Content Through Reading. A Human Experience.
REPORT NO.- ISBN-0-398-04901-7
PUB DATE- 84
AVAILABLE FROM- Charles C. Thomas, 2600 S. First Street, Springfield IL 62717 ($18.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- *Concept Teaching; *Content Area Reading; Higher Education; Individual Instruction; Inservice Teacher Education; Preservice Teacher Education; *Reading Comprehension; Reading Instruction; Secondary Education; Study Skills; *Teacher Education Curriculum; *Teaching Methods; *Vocabulary Development

This textbook is not about reading; rather, it is a book about how to teach content by employing reading techniques. It has been designed for preservice and inservice teachers to enhance their ability to teach subject matter. Heavy emphasis is placed on vocabulary development in content areas. Five chapters are devoted to individual directed reading activities on: (1) teaching concept comprehension; (2) vocabulary teaching techniques; (3) determining student readiness to understand content; (4) guiding silent reading, oral reading, and discussion; and (5) homework assignments and testing. Other topics covered include expressive application activities which involve speaking and writing or other forms of

demonstration that concepts have been learned, and the use of the cloze technique. (JD)

ED 238 477 JC 840 002

Myran, Gunder A., Ed.
Strategic Management in the Community College. New Directions for Community Colleges, Number 44.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-942-0
PUB DATE- Dec 83
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141 Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTIONS- *College Administration; *College Planning; Community Colleges; *Educational Finance; Governance; *Organizational Climat *Organizational Development; Program Development; Resource Allocation; *School Community Relationship; Staff Development; Two Year Colleges
IDENTIFIERS- *Strategic Management

Articles in this sourcebook discuss six strategic areas of community college management: external relations, internal communication and working relationships, financial resources development and allocation, program and service development, staff development, and strategic planning. First, "Strategic Management the Community College," by Gunder A. Myran defines the concept and demonstrates the need for the approach in the two-year college. Next, James Gollattscheck examines "Strategic Elements of External Relationships," asserting that positive relations with the community, region, and state are key in determining a college's future. "The Strategy of Internal Communications and Working Relationships," by Dennis Bila, focuses on various administration-faculty structures and the options available for a shared governance model. "Strategic Planning," by Warren Groff, focuses on external assessment, internal audit, and goal setting as essential planning components. The interrelationships between institutional goals and financial resources are discussed in Albert Lorenzo's article, "Strategic Elements of Financial Management." In "The Critical Link: From Plans to Programs," George A. Baker and Ka M. Moore discuss strategic elements in program and service development. Next, Nancy Armes and Terry O'Banion examine "The Role of the Chief Executive Officer in Strategic Staff Development." Finally, Jim Palmer provides an annotated bibliography of relevant ERIC documents. (Author/LAL)

ED 238 520 PS 013 623

Decisions about Mathematics. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Careers; *Data Analysis; *Decision Making Skills; Instructional Materials; Junior High Schools; Mathematics Anxiety; *Mathematics Skills; Middle Schools; Resource Materials; Secondary School Mathematics; *Self Concept; *Sex Differences; Sex Fairness; Sex Stereotypes; *Student Attitudes Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, teache students to use data analysis skills to examine sex differences in career choices, mathematics attitudes, and treatment in the labor force. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills and improve their academic achievement by changing their stereotypi

attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of this guide consists of the student guide which contains 18 lessons organized into three parts: (1) differential treatment and attitudes of males and females in relation to mathematics and mathematics oriented careers; (2) application of data analysis skills to male and female economic issues; and (3) consideration of personal career options and mathematics attitudes. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

ED 238 550 PS 014 015

Zucker, Kenneth J.
The Infant's Construction of His Parents in the First Six Months of Life.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Auditory Discrimination; *Cognitive Ability; *Discrimination Learning; *Infant Behavior; *Infants; Literature Reviews; Multisensory Learning; Parents; *Perceptual Development; Social Development; Visual Discrimination
IDENTIFIERS- Intermodal Perception; *Person Perception; *Social Stimuli

Research findings are reviewed concerning infants' abilities to discriminate parents from other social stimuli during the first 6 months of life. The term "discrimination" is used to signify the ability of infants to respond differentially to two or more social stimuli. Studies reviewed are categorized in terms of the visual, auditory, multisensory, and intermodal sensory modalities investigated. Within each category, evidence of discrimination was evaluated for two groups: infants less than 12 weeks old and those from 12 to 26 weeks of age. This demarcation was made because the literature to date suggests, especially in the visual domain, that the most controversial evidence involves infants younger than 12 weeks. Supplementing the review of literature are appended tables summarizing 21 visual discrimination studies, 14 auditory discrimination studies, 25 multisensory studies, and 10 studies of intermodal person knowledge. Implications for theoretical and clinical issues in infant social development are briefly explored. (RH)

ED 238 565 PS 014 043

Campbell, James B.
The Role of the Business Community in Improving the American Education System.
Chamber of Commerce of the United States, Washington, D.C.
PUB DATE- 8 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Business Responsibility; *Educational Improvement; Educational Opportunities; Elementary Secondary Education; Illiteracy; International Relations; *School Business Relationship; Unskilled Workers
IDENTIFIERS- Chamber of Commerce of the United States

Historically, the business community has been concerned with educational issues. The United States Chamber of Commerce has had an active educational committee involved in shaping federal education policy since the 1960s. Local and state school systems, along with business leaders, parent-teacher associations, advisory boards, and school finance committees have also developed business/education partnerships. Three conditions have been identified that highlight the new challenges facing business and education leaders. First, there has been an increase in teen and adult illiteracy rates in the United States. Second, this country is facing severe shortages of skilled workers due to the shift from industrial to high technology jobs. Third, the United States is encountering unprecedented international competition. In recent years, educational improvement "success stories" have included activities such as adopt-a-school systems, fellowships and internships for teachers, loaned equipment, and initiatives for support of new school financing. Some partnerships between business and education are (1) Tenneco Oil Company and the Houston, Texas, Independent School District; (2) Pinellas Suncoast Chamber of Commerce and the Pinellas, Florida, Public School System; (3) the State of Mississippi and the Mississippi Economic Development Council; and (4) the State of California and the California Business Roundtable. (BJD)

ED 238 600 RC 014 132

Littrell, J. Harvey
A Fresh Look at Planning: A Teacher Planning Map.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; *Educational Planning; Elementary Secondary Education; Evaluation Methods; Guidelines; *Instructional Design; *Instructional Development; Models; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- PF Project

Teachers are provided with a model and general recommendations fo efficient and effective instructional planning. The model, a map, begins with an identification of the major concepts, skills, and attitudes to be taught. A graphic route is then charted for logical planning towards achieving these instructional objectives. Nine "mileposts" mark points in the planning process at which teachers should evaluate their route and make decisions about alternative teaching strategies. A list of nine questions helps teachers in making these evaluations. For example, at the first milepost, teachers are asked to evaluate the need for and probable focus of pre-assessment of students' knowledge and skills. The decision to pre-assess leads to milepost two while the decision not to pre-assess leads to igncrance and despair. A general explanation of the map and its rationale, and a list of references are included. (LP)

ED 238 641 RC 014 513

Polloway, Edward A.; Tolbert, Merrill P.
Training Special Educators to Teach in Rural Areas: Special Problems and Recommendations for Program Development.
Lynchburg Coll., Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 84
GRANT- G0008301308
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Delivery Systems; Educational Environment; Educational Finance; Educational Research; Elementary Secondary Education; Faculty Mobility; *Program Development; *Rural Areas; *Rural Environment; Rural Urban Differences; Special Education; *Special Education Teachers; *Teacher Education; Teacher Recruitment; Teache
IDENTIFIERS- Education for All Handicapped Children Act; Rural Culture

A review of the existing literature on preparation of rural teaching personnel focuses on the problems of education and specifically, special education, in rural areas and reports various solutions to those problems. Characteristics of many rural areas (such as high non-enrollment rates, rising service costs, resistance to outside interference, geographic isolation, low salaries, high unemployment, local pride, provincialism, lack of comprehensive human services, and limited educational resources) combine to create severe teacher recruitment and retention problems. In addition to facing the general problems of rural education, rural teachers of learning disabled, severely handicapped, and sensory impaired children are isolated in the service delivery system and must integrate information and knowledge from a variety of fields without the help of support personnel. Rural districts alleviate the resulting shortages in trained personnel in many ways, including offering extension, in-service, off-campus, and summer training courses; providing consultants; employing and training local residents; providing programming based on needs assessment; providing broad-based training across handicapped populations; supplying professional support systems; organizing practica; waiving training tuition; offering training stipends; and developing realistic rural curricula. Teacher preparation curricula should tie competencies, objectives, and activities to rural problems and their solutions. (SB)

ED 238 669 SE 039 724

Women: Tapping a New Resource for Energy.

Consumer Action Now, New York, NY.

SPONS. AGENCY- Department of Energy, Washington, D.C. Office of Consumer Affairs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Conservation Education; Employment Opportunities; *Employment Patterns; *Energy; Energy Conservation; *Females; Higher Education; Industry; Postsecondary Education; *Program Descriptions; Program Development; Salaries; *Solar Energy; Womens Education

IDENTIFIERS- *Energy Education; *Energy Project For Women

In 1973 the Arab oil embargo triggered what has come to be known as the "energy crisis." In 1974, Consumer Action Now (CAN) decided to devote its full efforts to the grave issues of energy and to look for options that would preserve our choices as a new energy era is entered. Any transition to a more energy-efficient society depends on a massive effort to educate and mobilize all American people, in particular women. It is believed that, given the educational tools, women will lead the movement for the wise use of vanishing resources and for the development of clean, renewable energy sources. For this reason, CAN has undertaken an Energy Project for Women. This document discusses the rationale for and development of the project. Topics discussed include: role of women in a new energy era, women in science, CAN's Energy Project for Women, women and solar employment, Energy Project takes shape, community projects, a conservation and solar path, and giving women the tools. These "tools" are do-it-yourself guides on how to save money and energy. Lists of CAN's publications and educational/technical training programs in solar energy are provided in appendices. (JN)

ED 238 702 SE 043 678

Howard, Lee
1981 and 1982 Faculty and Student Research Participation Program Evaluation.
Oak Ridge Associated Universities, Tenn.
SPONS. AGENCY- Department of Energy, Washington, D.C. Office of Energy Research.
PUB DATE- Sep 83
CONTRACT- DE-AC05-76OR00033
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Cooperation; *College Science; Cooperative Programs; *Energy; Evaluation Criteria; *Faculty Development; Highe Education; Participant Satisfaction; *Power Technology; Program Effectiveness; *Program Evaluation; Questionnaires; Science Education; Scientific Research; *Student Research; Training
IDENTIFIERS- Department of Energy; Oak Ridge Associated Universities TN

This publication was developed as a basic tool to measure success of Oak Ridge Associated Universities (ORAU) University Programs Division in achieving goals of the Faculty and Student Research Participation Programs operated for the U.S. Department of Energy (DOE). Three questionnaires were created to directly address the goals and objectives of ensuring availability of trained manpower t develop energy resources and improve conservation endeavors. Information was gathered over a 2 year period, evaluated by ORAU's Manpower Education, Research, and Training Division (MERT); and thi report was prepared on the basis of the assessment. The 1981/1982 Faculty and Student Research Participation programs provided research opportunities for 86 faculty members and 164 undergraduate students at 12 DOE facilities. The responses to surveys conducted with each group indicate the programs were a rewarding experience for participants and DOE scientists. Further, the programs fulfille the objectives ORAU determined; in fact, in some cases these objectives were realized by almost 100 percent of the participants. The report contains: participant entry, exit, and follow-up survey results; research collaborator survey results; selected survey data comparisons; program objectives; copies of survey questionnaires; tabled evaluation information; and titles of faculty research participants' publications resulting from this experience. (JM)

ED 238 717 SE 043 698

Harvin, Virginia R.
Time Allocated to Mathematics in the Elementary School.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Elementary Education; *Elementa
School Mathematics; *Elementary School Teachers; *Mathematics
Instruction; Surveys; *Time Factors (Learning)
IDENTIFIERS- *Mathematics Education Research

To determine what happens during a mathematics lesson, a questionnaire was designed with questions on the lesson, materials, interruptions, evaluation, and routine duties. Of 100 questionnaire distributed, 94 were returned, by teachers in kindergarten through grade 7 and special education classes. About half the teachers had taught less than five years, and most were in suburban schools. Fifty-seven teachers reported a 30-45 minute mathematics period, while 35 teachers reported a 45-60 minute period. Review, explaining, and practice accounted for time spent by most teachers, with over half including mental computation and about one-third including experimentation and evaluation. The textbook was the majo material used, with worksheets ranked second. Manipulative material and games were used in less than half of the classrooms. Children caused more interruptions than did administration or other sources. Routine activities are listed. Most of the mathematics period was used for non-instructional purposes. (MNS)

ED 238 747 SO 015 007

Palmer, George E., Ed.; Meihsner, Joey A., Ed.
Projects by Concept, Economic Education Awards.
Joint Council on Economic Education, New York, N.Y.
SPONS. AGENCY- International Paper Company Foundation, New York, N.
PUB DATE- 82
AVAILABLE FROM- National Depository for Economic Education Awards, Illinois State University, Milner 184, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Awards; Banking; Business; Competition; Concept Teaching; Consumer Economics; Costs; *Economics Education; Elementary Secondary Education; Entrepreneurship; Financial Policy Higher Education; Incentives; Income; Investment; Learning Activities; Marketing; Monetary Systems; Program Descriptions; Resources; Socioeconomic Influences; Specialization; Teacher Developed Materials
IDENTIFIERS- Government Industry Relationship; Interdependence

Over 200 economics units submitted to the annual National Awards Program for Teaching Economics are described. Projects are arranged by academic level (primary, intermediate, junior high, senior high, and college and university) and subdivided by economic concept. Concepts covered include: economic wants, scarcity and choices, economic systems, specialization and division of labor, interdependence, government regulation, supply and demand, market structure, income distribution, monetary policy, and savings and investment. Each project citation includes title, author, grade level, and abstract. Entries are indexed by entrant and title. (LP)

ED 238 777 SO 015 309

Madison, Ernestine N.; Sistrunk, Walter E.
Principals' and Social Studies Teachers' Perceptions of the High School Social Studies Curriculum in Mississippi.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum Development; *Curriculum Evaluation; Educational Change; Educational Research; *Educational Trends; Hig Schools; Principals; *Social Studies; State Surveys; Teacher Attitudes
IDENTIFIERS- *Mississippi

Concern among Mississippi educators about the definition, scope, and future role of high school social studies led to a statewide survey of high school principals' and social studies teachers' opinions and recommendations. A total of 150 principals and 300 teachers, chosen randomly, answered a 55-item High School Social Studies Curriculum Opinionnaire adapted from National Council for the Social Studies Guidelines to determine perceptions of existing and desirable high school social studies curricula. Mean scores wer computed for each item and existing and desirable curricula compared. An analysis of the data indicated the need to improve existing curricula. While no significant difference was recorded in mean perceptions of principals and teachers of the existing curriculum, there were significant differences in teachers' and principals' perceptions of desired curricula. Principals felt that the desired curriculum should emphasize greater cross-cultural contact, greater participation in the real world, utilization of community resources, more specific objectives, and more concept-based study. Teachers' desired changes focused on obtaining more appropriate instructional materials and facilities, greater academic freedom, and increased teacher participation in professional activities. A similar study analyzing students' and administrators' perceptions was recommended. (LP)

SP

ED 238 821 SP 022 507

Teachers Express: When You Need a Good Idea Overnight and Bright Ideas. A Compilation of Columns from Nine Issues of Instructor Magazine, August 1982 - May 1983.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; Basic Skills; Bulletin Boards; *Class Activities; Classroom Techniques; Educational Games; Elementary Education; *Learning Activities; Student Motivation; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS- Holidays; PF Project

"Teachers Express" (formerly titled "Bright Ideas") is a regular feature carried by the "Instructor" magazine and is designed for the in-a-hurry elementary classroom teacher who likes to stash a few good ideas away before an occasion demands one. These quick tips submitted by teachers are intended to spark interest, end chaos, teach basic skills, lighten moods, or organize the classroom--all with a minimum of time and effort. Many ideas for games, bulletin boards, and art projects are included in this compilation along with numerous activities for teaching or reinforcing skills in reading, writing, mathematics, and science. Activities for Saint Patrick's Day, Valentine's Day, Thanksgiving, Halloween, and Easter are also included. (JH)

ED 238 882 SP 023 699

Wholeben, Brent E.
Structuring the Undergraduate Computer Literacy Curriculum for 4th Year Teacher Education Majors.
PUB DATE- 2 Feb 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; *Course Content; *Curriculum Development; Education Majors; Higher Education; Preservice Teacher Education; Program Implementation; Programing; *Teaching Methods

This paper addresses primary objectives related to the design and execution of an instructional computing literacy curriculum for the fourth-year undergraduate teacher education major. The first objective discussed is the presentation of a rationale for providing computer literacy training in a preservice environment, as opposed to an inservice orientation. A discussion is presented on four distinct approaches to the provision of a continuum of computer literacy experiences: (1) the half-day, 3-hour awareness session; (2) the 1-day, 6-hour practicum session; (3) the 3-day, 18-hour developmental session; and (4) the 12-week (quarter or semester) incorporation session. Suggested instructional objectives syllabi and time-schedule outlines for each of these four approaches are offered and their sequences illustrated. Areas of training needs (e.g., system components evaluation and selection, the computer in instruction, etc.) are identified and their respective foci of instructional activity are enumerated. (Author/JD)

ED 238 535 PS 013 930

Focus Groups: A Needs Assessment Approach to Corporate Child Care Policy Planning.

Catalyst, New York, N. Y.
PUB DATE- 83
AVAILABLE FROM- Catalyst, 14 East 60th Street, New York, NY 10022 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Early Childhood Education; *Employed Parents; Employee Attitudes; Employer Attitudes; *Employer Supported Day Care; *Group Discussion; *Needs Assessment
IDENTIFIERS- *Focus Groups

The "focus group discussion," a qualitative technique often used i market research, has been a useful tool in corporate exploration of employee child care needs and preferences and has led to the development of management policy regarding child care. The child care focus group has helped the employer learn more about employees' child care concerns and the extent and urgency of these concerns. In addition, these groups have assisted management in addressing parents' needs. The group process, which involves 8 to 10 employees in a 2-hour discussion of their experiences as consumers of child care, has been divided into three distinct phases: the preparation, the group discussion, and the subsequent report. The company and a facilitator usually decide upon child care topics to be discussed in the session. Employee satisfaction and dissatisfaction and available and affordable care are considered. In addition, focus groups have used a questionnaire or survey to provide quantitative research for more effective assessment. Employers have received valuable guidance from employees' experiences and have thus been assisted in shaping more effective corporate policy. (BJD)

ED 238 627 RC 014 496

Geske, Terry G.
Prospects for Public School Revenues and Local School District
Reorganization in Illinois in the 1980s.
PUB DATE- 27 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Consolidated Schools; Declining Enrollment; Economic Climate; *Educational Finance; Elementary Secondary Education; Federal Aid; *Population Trends; Property Appraisal; Property Taxes; Rural Schools; *School District Reorganization; School District Size; School Funds; School Taxes; *State Aid; *Tax Allocation
IDENTIFIERS- Farmland Assessment Act; *Illinois; Illinois Public School Finance Project; *United States (Great Lakes Region)

Prospects for Illinois public school revenues and school district reorganization in the 1980's, considered in the context of prospects for the Great Lakes region as a whole, are affected by fundamental demographic and economic changes. The region has had a lower population growth rate since 1970 than the rest of the country, and a slower growth in per capita income. Between 1970 and 1980, Illinois had a 15.9% decline in enrollments, a 13.5% reduction in number of public schools, and a 14% reduction in number of school districts, compared with 10.7%, 5.1%, and 11% respective national decreases. Illinois school revenues between 1970 and 1980 shifted from less local funding (-5.9%) to more federal (+4%) and state (+1.9%) support. Changes in Illinois school funding since 1969 included increased, then decreased, state support. A 1973 study recommended school district reorganization based on minimum enrollments, but was not implemented. The 1981-82 Illinois Public School Finance Project proposed a Resource Cost Model for school finance (based on cost of education indices and program cost differentials) which would adjust state aid to local districts according to costs of local educational programming and differences in local tax bases. A 1977 state law on farmland tax assessment procedures could prompt considerable school district reorganization. (MH)

ED 233 655 RC 014 532

Better Country: A Strategy for Rural Development in the 1980's.
Department of Agriculture, Washington, D.C.
PUB DATE- 4 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; Citizen Participation; Credit (Finance); Data Collection; Definitions; Federal Aid; *Federal Government; Federal Programs; *Government Role; Housing Needs; *Improvement Programs; Information Networks; Local Government; *Needs Assessment; Population Trends; Public Opinion; Residential Patterns; *Rural Development; Rural Education; Rural Population; Rural Urban Differences; Tables (Data)
IDENTIFIERS- *National Advisory Council on Rural Development

The report of the 25-member National Advisory Council on Rural Development, appointed by the Secretary of Agriculture, defines rural needs and sets forth strategies for rural development in the 1980's. A review of the decade between 1970 and 1980 discusses rapid economic growth of rural areas, social progress, and changes in public service, and provides tables showing changes in population concentrations (1970-1980), Americans' residential preferences (1948-1978), and structure of nonmetropolitan employment (1973-1981). Rural needs identified by a public participation process are grouped under improvements in facilities and services including education, local government, housing, and employment and income. The Reagan Administration's governing philosophy, the New Federalism, is outlined. The Administration's strategy is described, including the Federal-State Block Grant Program to improve facilities and services; efforts to reduce reporting and regulatory requirements for rural development programs; the proposed Technical Rural Assistance Information Network, Rural Resources Guide, and rural data collection improvements; rural housing block grants; proposed rural enterprise zones, reform and expansion of trade to develop foreign markets for rural products; and efforts to increase availability of credit for rural development. An analysis of the fiscal year 1983 rural development budget is provided. (MH)

ED 238 687 SE 043 550

Kosslyn, Stephen; And Others
Understanding Charts and Graphs: A Project in Applied Cognitive Science.
Consulting Statisticians, Inc., Wellesley, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-79-0066
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- *Charts; *Cognitive Processes; Communication Research
Experimental Psychology; *Graphs; Mathematics; Perception Tests; *Psychological Studies; Schemata (Cognition); Visual Learning; Visual Literacy; *Visual Perception

This book, describing the result of extended research on how charts/graphs convey information, develops a scheme for describing/analyzing information contained in graphs/charts. A psychological theory of knowledge of the reader and the mental events which occur in attempting to read a graphic display are the two focal points of the book. A comprehensive research program aime at various levels of difficulty of charts/graphs intended for a wid range of uses and a review of most of the existing literature on charts and graphs (85 references listed) are provided. The literature review is used to develop the analytic scheme/theory and to justify the methods chosen by the research team. A psychological approach is taken because of recent advances in cognitive science which allow a modeling of visual interpretation as something more than a simple recording system. The authors indicated that this is the first attempt at a comprehensive application of applied cognitive science, proving the usefulness of the knowledge being built up, supporting cognitive science in the sense of building a technology on it, and allowing deeper insights into human products and how to make them better. One hundred and thirty figures and tables are attached. (JM)

ED 238 732 SE 043 754

Renner, John W.; And Others
Sequencing Language and Activities in Teaching High School Physics. A
Report to the National Science Foundation.
SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 83
GRANT- NSF-SED-8015814
AVAILABLE FROM- SMEAC Information Reference Center, 1200 Chambers
Rd., Room 310, Columbus, OH 43212 (on loan, $5.00 plus postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Development; *Concept Formation; High Schools; Instructional Materials; *Learning Processes; *Physics; Science Education; Science Experiments; *Science Instruction; Scientific Concepts; *Secondary School Science; *Student Attitudes
IDENTIFIERS- National Science Foundation; *Science Education Research

A learning cycle consists of three phases: exploration; conceptual invention; and expansion of an idea. These phases parallel Piaget's functioning model of assimilation, disequilibrium and accommodation, and organization respectively. The learning cycle perceives students as actors rather than reactors to the environment. Inherent in that perception are three assumptions, that: (1) each of the three phases is necessary; (2) the sequence of phases must be exploration, conceptual invention, and expansion of the idea; and (3) that the form of the exploration is student investigation with materials. Reported are seven experiments conducted to ascertain the impact of each on students' achievement of conceptual understanding and attitudes toward the concept. Concepts and principal variable (assumption) tested included: motion (form); falling bodies (sequence); mass (necessity); measuring heat in solids (necessity); some properties of an electric circuit (necessity); electricity at rest (form); and currents and magnetism (form). Methodology, results, and conclusions are reported. In addition, data related to student attitudes about laboratory work are reported and discussed. Among the supporting documentation in appendices are materials related to each experiment. These include teacher's guide, student materials used with experimental and control groups, evaluation materials, and evaluation results. (JN)

ED 238 762 SO 015 137

Luna, Pat
Specialization.
PUB DATE- 80

AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Awards; Case Studies; Concept Teaching; *Economics Education; Efficiency; Field Trips; Hypothesis Testing; Intermediate Grades; Junior High Schools; Learning Activities; Research Skills; Scientific Methodology; Skill Development; *Specialization; Student Research; Surveys; Teacher Developed Materials; Units of Study; Values Education
IDENTIFIERS- Interdependence; Profit Maximization

Designed for middle school students, this award winning, six-day teaching unit helped students learn about the concepts of specialization, interdependence, efficiency, and profit. At the onset of the lesson the students were already familiar with the concepts of scarcity, goods, services, profits, supply, demand, and opportunity costs. The unit's activities involve students in discussing a case study entitled "The Coach's Dilemma," and deciding whether or not a one coach junior high school should drop some of the many sports in which it presently participates so that the coach and the students can focus on one or two sports and have more time to practice and improve. Students also survey 30 local businesses to determine if they specialize or not. They identify the main goods or services each business provides. Some local business persons are also interviewed. Using the results, students then discuss whether or not they believe it is more efficient to specialize or not to specialize. Students learn how to use scientific methodology in their research project. The lessons also incorporate a value analysis experience and a field trip. Specific teaching procedures, student handouts, tests, and the student reports of their interviews are included. (RM)

ED 238 793 SO 015 331

Jackstadt, Stephen L.; And Others
Economics (A High School One Semester Course). Instructional Materials/Resources for Social Studies.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-82-2332
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Business Cycles; Comparative Analysis; Economic Development; *Economics Education; Educational Objectives; High Schools; International Relations; International Trade; Learning Activities; Marketing; National Competency Tests; Units of Study
IDENTIFIERS- Free Enterprise System; Supply and Demand

Designed to aid teachers of a high school economics course, this curriculum guide is presented in self-contained units of study. Thirteen units, each with specific lessons, cover economic problems, the market system, market structure, market imperfections, government regulation, the national economy, aggregate supply and demand, the business cycle, stabilization policy, economic growth, international trade, and comparative economic systems. Each lesson outlines concepts, objectives, class time required, materials, procedures, and includes worksheets and resource materials. A rationale for the course, a content outline, course objectives, a sample syllabus, an annotated bibliography of high school economics texts, pre- and posttest copies of the nationally normed Test of Economic Literacy, and a list of free loan materials available in Hawaii are also included in the guide. (LP)

ED 238 836 SP 023 375

Philps, R., Ed.; Shannon, A. G., Ed.

What Do We Expect of Education? Selected Papers from the Annual Conference of the Australian College of Education (24th, Sydney, Australia, May 15-20, 1983).

Australian Coll. of Education, Carlton, Victoria.

REPORT NO.- ISBN-0-909587-26-4

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Books (010)

DESCRIPTIONS- Classroom Environment; *Educational Assessment; *Educational Attitudes; Educational Change; Educational Improvement *Educational Objectives; *Educational Quality; Educational Research Elementary Secondary Education; *Expectation; Foreign Countries; Futures (of Society); Higher Education; Parent Attitudes; Social Attitudes; Teacher Attitudes

IDENTIFIERS- *Australia

This book contains papers presented at a conference on educational promise, performance, and expectations. Papers included in this volume are: (1) "Education in Australia: We Get What We Deserve" (S. Ball); (2) "The Size and Scale: What is Expected" (J. G. Owen); (3) "The Search for Educational Quality and Equality: A U. S. View" (A. Harry Passow); (4) "Community Expectations and the Secondary School Years" (C. W. Collins); (5) "Grading Schools--What Do We Expect and How Do They Rate" (N. Baumgart and C. Power); (6) "Giving an Account: Critics and Questioners" (J. G. Owen); (7) "Getting on wit It: Classroom Disruption in the Primary Grades" (P. O'Brien); (8) "Pupils' and Teachers' Expectations for the Achievement of Year 4 Children" (J. Belme); (9) "Relationships between Family Characteristics and Primary School Related Outcomes" (A. Clark and P. O'Brien); (10) "Applications of Need-Press Theory in the Study o Australian Educational Environments" (J. M. Genn); (11) "Teaching and Learning in Higher Education--Promise and Performance" (J. Lublin); (12) "Educational Expectations--Today and Tomorrow: Common Curriculum and Individual Differences" (A. Harry Passow); (13) "The Physical Environment for Teaching and Learning" (C. J. McGuirk); (14) "All-Round Education: The Need for Personal Convictions" (M. F Cusi); (15) "Challenge of the Eighties: Bringing Information Technology to People" (F. Barr-David); (16) "Communication and Expectations: The President's Address" (E. G. Eden); (17) "Expectations of Research in Colleges of Advanced Education" (J. G. Sekhon); and (18) "Making a Political Issue of Tertiary Education" (G. W. Jackson). (CJB)

ED 238 852 SP 023 495

Stedman, Carlton H.
Credentialling: A Protean Model from Other Professions.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Competence; Continuing Education; Credentials; *Evaluation Criteria; Higher Education; Inservice Teacher Education; Job Performance; *Performance; Personnel Evaluation; Preservice Teacher Education; *Professional Occupations; Standards; State Licensing Boards; *Teaching (Occupation); *Testing Programs; Test Validity

Teacher education is faced with critical problems, including establishing its own credibility. One assumption often made is that other professions do a more creditable job of monitoring those who enter their ranks and that teacher education might profit by emulating those groups who have been presumably more successful. The concept of relicensing deals with attempts to gain assurance that a practitioner has maintained a level of continuing competence. Of the procedures used in evaluating continuing competence in professions, two have received the bulk of attention: examinations, including clinical evaluations; and continuing education. Most professions have judged written examinations as inadequate for providing assurance to the public regarding continuing competence. Some form of on-the-job assessment has been recommended as a more logical, productive way of measuring competence. Reminders for teacher education include: (1) Licensing practices need constant reviewing and improvement; (2) No single test should be used to measure competence; (3) Validity studies are needed to establish competency measures' credibility; (4) Continuing education falls short of assuring practitioners' continuing competency; and (5) Viable models of cooperative efforts should be studied. (JMK)

ED 238 492 JC 840 021

Hayward, Gerald C.
Consequences of 1983-84 Budget Cuts for California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Budgets; *Community Colleges; *Declining Enrollment; Educational Finance; *Enrollment Projections; Expenditures; *Financial Problems; Reduction in Force; *Retrenchment; State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *California

This report from the Chancellor to the Board of Governors of the California Community Colleges highlights the consequences of 1983-84 budget cuts for the state's community colleges. First, the projected effects of the Governor's veto of $232 million in community college funding are outlined, i.e., a 12% decline in real buying power for the colleges which would result in the cancellation of 15,000 course sections, the laying off of 10,000 mainly part-time and classified employees, and a loss of 163,000 students. Next, the actual effects of the 1983-84 budget cuts on fall 1983 enrollment are specified, including a 8.3% decline in enrollments statewide; an enrollment decline in 68 colleges and increased enrollment in 5; a drop of 117,000 students in statewide enrollment; and greatest enrollment losses among students over 50 years of age and those taking less than three units. The following section provides preliminary estimates of the impact of the year's budget cuts in terms of reductions in expenditures, classes, and staff. These include largest cuts in part-time faculty, increased deficit spending pointing to larger reductions for 1984-85, and negative ending balances for many districts. The report concludes with a number of specific case examples which highlight the human effects of budget reductions. Detailed data on fall 1983 enrollments, changes between 1982 and 1983, and impact of revenue reduction actions for fiscal year 1983-84 are appended. (HB)

ED 238 507 JC 840 039

Martens, Freda R. H.
Community College Strategic Planning & Management Control Reform in New York State: An Issue Paper.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Administration; *College Planning; *Community Colleges; Decision Making; Long Range Planning; *Management Systems Systems Development; Two Year Colleges
IDENTIFIERS- *New York; *Strategic Planning

A framework is provided for considering whether current New York community college planning and control systems can be made more effective and efficient through the use of business-derived strategic planning and management control technology. After a report summary and section 1's introductory material, section 2 reviews current pressures on New York community colleges for improved management and specifies the objectives of an effective strategic planning and management control system in a community college setting. Section 3 presents a conceptual framework for strategic planning as a total system, reviews the state-of-the-art in strategic planning and management control technology in profit-making business organizations, non-profit-making and non-business organizations, higher education, and community college sectors; and considers the value of business-derived technology transfer in non-business sectors. Section 4 reviews laws and regulations governing the use of strategic planning and management control in the New York community college system. Section 5 analyzes the differences between the state-of-the-art and current practice in these areas in New York colleges, and section 6 proposes a set of alternatives for decisionmakers to improve strategic planning and management control based on the analysis. In section 7, conclusions and tentative recommendations for reform are presented. Section 8 contains appendices designed to clarify the concepts used, including a glossary, references, and a bibliography. (HB)

ED 238 551 PS 014 016

Zucker, Kenneth J.; Yoannidis, Tom
The Relation between Gender Labelling and Gender Constancy in Preschool Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; *Comprehension; Cues; Foreign Countries; *Mental Age; Physical Characteristics; *Preschool Children; Preschool Education; *Sex Differences; Social Characteristics
IDENTIFIERS- Canada; *Gender Identity; Slaby and Frey Gender Constancy Test

The relationship between preschool children's level of gender understanding and their ability to identify gender-linked attribute was examined. Participants were 26 3-year-old and 30 4-year-old children who were administered a single-cue gender labelling task, Slaby and Frey's (1975) gender constancy test, and the Peabody Picture Vocabulary Test. On the gender labelling task, 12 gender-linked cues were presented in conjunction with a 28-centimeter tall cardboard doll; social or physical cues were designed to enable identification of the doll as a "mommy" or a "daddy." On the gender constancy test, children were classified as being at one of three levels according to the extent to which they successfully answered questions related to identity, stability, and consistency. Results for the attributes of clothing and hair were generally consistent with those of previous investigations. Of the other four gender attributes, voice was most consistently identifie across the age and sex of stimuli groupings. Body shape was not discriminated by 3-year-olds for the female stimulus, and both age groups had difficulty identifying the female face. It was also foun that toys were the stimuli presenting the most difficulty for judgments of gender and that the physical or social nature of cues had no effect on performance. Additionally, knowledge of gender-linked cues was found to be related to level of gender constancy and mental age. (RH)

ED 238 583 PS 014 082

General Reading on Early Adolescence.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- Sep 82
AVAILABLE FROM- Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($1.00, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adolescent Development; Adolescents; Annotated Bibliographies; Preadolescents; *Resource Materials
IDENTIFIERS- *Early Adolescents

This brief resource list of books and articles on early adolescent physical, social, and intellectual development mentions materials relating to psychology, religion, employment, and parent participation. (BJD)

ED 238 614 RC 014 443

Haughey, Margaret; Murphy, Peter J.
Professional Continuing Education for Rural Teachers: Promising Prospects for the Future.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communications Satellites; *Continuing Education; Demography; Educational Quality; Electronic Equipment; Foreign Countries; Job Satisfaction; Migration Patterns; *Professional Training; *Rural Areas; Rural Education; Rural Environment; *Teacher Education; *Teleconferencing
IDENTIFIERS- *British Columbia; Interactive Systems

For decades, teachers in British Columbia's rural schools have been expected to be professionally up-to-date but have had limited access to continuing professional education. The rough terrain and great distances between communities have made the provision of continuing professional education expensive and difficult. Their lack of access to continued training has been a major source of dissatisfaction among rural teachers. However, experiments since 1979 with interactive satellites and teleconferencing suggest that the traditional barriers to providing continuing training for professional groups in remote communities may have been overcome. The experiments include the interactive satellite transmission of an undergraduate course, four hours per week of live interactive programming for various professional groups, and plans for courses designed around a teleconferencing bridge allowing student-teacher conversation via long distance telephone lines. (SB)

ED 238 748 SO 015 104

Murphy, Carole
A Step by Step Guide for Planning a Japanese Cultural Festival.
PUB DATE- Sep 83
AVAILABLE FROM- Videotape, entitled "Stimulate, Saturate, Educate" and showing activities described in this guide, is available from Region VI Education Service Center, c/o Ms. Dicki Alston, 3322 Montgomery Rd., Huntsville, TX 77340 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTIONS- *Asian Studies; Clothing; *Cultural Activities; Cultural Education; Food; Foreign Countries; Grade 6; History; Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Literature Appreciation; Map Skills; Mathematics; Music Education; Physical Education; *Program Development; Program Guides; Science Instruction; Social Studies; Units of Study
IDENTIFIERS- *Japan

Teachers at all academic levels can adapt the design and content o the sixth grade Japanese cultural festival detailed in this learning packet. Material is divided into 2 sections. Section 1 provides a step-by-step guide to planning and conducting the festival. These instructions, based on 5 years of experience, include a detailed planning summary, copies of memoranda sent to school staff and parents, costume pattern specifications, a work schedule, time table, and map of festival activities. Section 2, a 12-chapter interdisciplinary study unit on Japan, prepares students for the festival. Extensive information is provided in chapters on history, social studies, maps, language arts, science, physical education, math, music, art, clothing, food, and calendar. Specific topics covered within these chapters include: Japanese schools, teenagers,

religions, tea ceremony, bushido, bathing, and bowing (social studies); martial arts, sumo, and electronic games (physical education); folktales, puppet plays, and haiku (language arts); rock gardens, flower arranging, volcanoes, and earthquakes (science); the abacus and yen conversion (math); and origami, kites, and tatami mats (art). The handbook concludes with lists of references and recommended readings. (LP)

ED 238 778 SO 015 310

Merems, Erika H.
The Middle East: A Select Bibliography for the Secondary School.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
PUB DATE- 83
AVAILABLE FROM- Education Dept., Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 ($3.00 each; bulk discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Work - Serials (022)
DESCRIPTIONS- Annotated Bibliographies; Books; Instructional Materials; *Middle Eastern Studies; Secondary Education; Secondary Schools

The focus of this annotated bibliography on the Middle East for secondary school teachers and students is on non-textbook materials such as personal accounts, novels, anthropological studies, art, an cookbooks. Over 90 resources published between 1955 and 1983 are listed alphabetically by author and tagged to the following reading levels: reference, teacher, advanced high school student, high school student, and middle school student. Entries are cross referenced in a subject index chart and a title index. A special feature of this guide is an addendum of 12 works by noted scholars to enrich the background of teachers. Also included are the addresses of embassies and airlines of Middle Eastern countries. (L

ED 238 808 SO 015 370

Maxey, Phyllis F.
Competition in the Franchise Business. Instructor's Guide and Student Materials. Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; *Business Administration; Business Communication; Case Studies; *Competition; *Economics Education; Instructional Materials; Learning Activities; Mergers; *Organizational Effectiveness; Secondary Education; Units of Study
IDENTIFIERS- *Franchising

One of a series of units designed to acquaint secondary students with business issues, this packet examines the franchise as a type of business organization. Teacher and student materials are provide in separate sections. The teacher's guide provides an overview, objectives, four detailed lesson plans, answer keys, background information, and recommendations for using a business person as a classroom resource. The student section contains six activities focusing on organizing a franchise and its accompanying problems. reading explains the franchise relationship and offers a sample franchise agreement. Using a chart, students analyze the advantages and disadvantages of this type of business organization. Five fictional case studies and one legal case illustrate a variety of problems inherent in franchising. The unit concludes with a vocabulary worksheet which reviews key terms and concepts. (LP)

ED 238 868 SP 023 631

Physical Education. A Maryland Curricular Framework.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Athletics; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Individual Development Motor Development; *Muscular Strength; *Physical Education; *Physical Fitness; Self Actualization; Skill Development; Student Attitudes

This Maryland State Department of Education document is a guide fo the assessment and development of comprehensive K-12 physical education programs in Maryland schools. The first section defines the nature of physical education and describes its relationship to society, the learner, and the school curriculum. The second section presents broad statements of goals, subgoals, and desired outcomes. In the next two sections, expectancies and illustrative objectives are outlined. Learning outcomes, primarily behavioral, which are appropriate for curricular emphasis within the subgoals, are discussed. Examples are also provided of the types of student achievements which might reflect subgoal and expectancy attainment at particular grade levels. The final section describes ways to develop and use goals, subgoals, expectancies, and objectives in the preparation of physical education scopes, sequences, and instructional units. The appendixes provide a list of Maryland Physical Education Framework Task Force and Framework consultants and Framework Review Panel members, the Maryland Physical Education Framework, the State K-8 physical education program requirements, a glossary, and illustrative objectives for all goal areas for each grade level. (JD)

ED 238 883 SP 023 705

Ayers, Jerry B.; Richey, David Dean

Influencing Teacher Attitudes and Knowledge about Child Maltreatment.

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; *Child Abuse; *Child Neglect; Child Welfare; *Course Content; Elementary Secondary Education; Inservice Teacher Education; Legal Responsibility; Preservice Teacher Education; Prevention; School Role; Student Behavior; *Teacher Attitudes; Teacher Role; *Teacher Workshops

Child maltreatment, including physical, emotional, and sexual abuse as well as chronic neglect, is a growing problem in society and one that educators must understand and be prepared to address. In 1981, Tennessee Technological University was selected by the American Association of Colleges for Teacher Education to be one of 13 institutions across the nation to pilot-test a model curriculum on child abuse and neglect. The university's participation in this project, through its College of Education, involved the offering of a workshop during 1982. The overriding purpose of the workshop was to instruct inservice and preservice educators about preventing, identifying, reporting, and responding to child maltreatment of which they become aware in the course of their school responsibilities. The participants in the workshop consisted of 8 inservice teachers (graduate students) and 32 preservice teachers (undergraduates). Results from the workshop evaluation showed that participants' views had changed significantly in a favorable manner

and that they had increased their knowledge of child maltreatment. The workshop session topics, along with a summary of the primary objectives and activities by session, are included. (JMK)

ED 238 521 PS 013 624

Decisions about Mathematics. Student Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.

Florida State Univ., Tallahassee.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Academic Achievement; Careers; *Data Analysis; *Decision Making Skills; Group Activities; Instructional Materials; Junior High Schools; Learning Activities; Mathematics Anxiety; *Mathematics Skills; Middle Schools; Secondary School Mathematics; *Self Concept; *Sex Differences; Sex Fairness; Sex Stereotypes; *Student Attitudes; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, teach students to use data analysis skills to examine sex differences in career choices, mathematics attitudes, and treatment in the labor force. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills and improve their academic achievement by changing their stereotypi

attitudes toward particular content areas. This student guide contain 18 lessons organized into three parts: (1) differential treatment and attitudes of males and females in relation to mathematics and mathematics-oriented careers; (2) application of data analysis skills to male and female economic issues; and (3) consideration of personal career options and mathematics attitudes. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

ED 238 566 PS 014 044

Alexander, Benjamin H.
College Is Not for Everyone.
PUB DATE- 7 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Standards; College Admission; Colleges; *Educational Administration; *Educational Improvement; Educational Policy; *Efficiency; *Higher Education; *Minority Groups; Universities
IDENTIFIERS- National Commission on Excellence in Education

College is a place for students who really want to earn an education--that is, for students willing to move toward academic excellence and to excell. Lowering standards for any ethnic group dooms that group to the "junk heap of no success." Today, at great cost to the nation, America keeps too many students who are not university material in the university. The public bears 67 percent of the cost of instruction for the 10 percent of students who should not be matriculating. This amounts to a massive taxpayer subsidization of such students. While institutions of higher learning should be relatively flexible in their admission policies, they should also provide a vigorous remediation program and demand high levels of academic performance in all classes. Today's educators must say no to academic permissiveness; they must not graduate inferior students who cannot compete. "Late bloomers" may need more than 4 years to complete their college work. This, however, is a small price to pay for a lifetime of competency. In addition to removing students who do not belong at college or university, administrators must see that education becomes more cost effective and efficient. To be efficient, managers must streamline operations and be willing to delegate responsibility and/or to fire personnel if necessary. (RH)

ED 238 601   RC 014 135

Brill, Jay W.
Serving the Disabled College Student in Rural Institutions.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Community Organizations; *Community Resources;
 Community Services; Higher Education; *Individual Needs;
 Mainstreaming; *Physical Disabilities; Rural Areas; *Rural
 Education; Rural Population; *Rural Schools; Special Programs;
 *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- PF Project

Meeting the needs of disabled college students within the limits o the rural institution's resources is a challenge to all rural educators. Support services which must be provided can be divided into two categories: core services, such as classroom assistance and housing, and comprehensive environmental services, such as admissions, registration, medical facilities, transportation, financial aid, and special equipment. While rural areas do not have the resources of urban areas, they can develop innovative ways to meet these needs by using economical institutional and local resources. One full-time person in the Dean of Student Affairs office can generally meet many of the disabled student's personal and academic needs. A local vocational rehabilitation counselor not only provides important services but also links with other service providers. Finally, a variety of volunteer services may be provided by typically rural community resources: the 4H Club, Future Farmers of America, the Lion's Club, and religious groups. (LP)

ED 238 642 RC 014 514

Appalachian Regional Commission: 1982 Annual Report.
Appalachian Regional Commission, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Basic Skills; Census Figures; Coal; *Community Development; Demography; Economically Disadvantaged; Educational Improvement; Elementary Secondary Education; Employer Supported Da Care; *Financial Support; Health Personnel; *Health Services; Housing; Infant Mortality; Inservice Teacher Education; Planning Commissions; *Program Costs; Program Descriptions; Regional Planning; Regional Programs; *Rural Development; *Vocational Education
IDENTIFIERS- *Appalachia; Highways

1 Fiscal year 1982 was transitional for the Appalachian Regional Commission (ARC), as it was the last year of the broad economic development program and a year of reduced funding and new limits on programs. In 1981, Congress had requested that ARC prepare a plan for completion of the Appalachian highway system and for a 3 to 5 year ARC finish-up development program. Activities under the last year of the traditional program included highway construction, a survey of local development districts (LDDs), the Alabama basic skills improvement program for elementary schools, and a Mississipp pilot project to upgrade training and development of vocational education teachers through inservice training. The finish-up program, begun at the end of fiscal 1982, included completion of 66 miles of highway, a regionwide jobs and private investment program, a health program for areas lacking basic health care or having high infant mortality rates, and a special program to aid the 67 most distressed and underdeveloped Appalachian counties. ARC received funding of $155 million for fiscal 1983. Report sections discuss objectives and activities, finances, and projects (by category); provide maps, county population change data, and program categories and funding for the 13 Appalachian states; and include an address list and map of Appalachian LDDs. (MH)

ED 238 703 SE 043 679

Joint Industry/University Cooperation with Federally Supported Research Facilities. Hearing before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Science an Technology.

PUB DATE- 13 May 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Agriculture; *Cooperative Programs; *Federal Aid; Hearings; Higher Education; *Industry; *Laboratories; Policy Formation; Research and Development Centers; *School Business Relationship; *Universities; Water Resources

IDENTIFIERS- Congress 98th; New Mexico; Stevenson Wydler Technology Innovation Act 1980

These hearings focused on issues related to the joint use of federally-funded research facilities by industry and universities. Testimony of witnesses, prepared statements, and supporting documentation (including the Stevenson-Wydler Technology Innovation Act of 1980, Public Law 96-480) are provided. Witnesses presenting testimony included: Louis C. Ianiello; James M. Williams; Harry Wugalter; William Stephens; Edgar L. Kendrick; William E. Gahr; Gerald Killian; Jerry Calvani; J. Ritchie Smith; Ed Hughs; A. William Snyder; Harold Daw; Koert Lessman; William Dutton; Claire Newcomer; George O'Connor; and James Whitford. Among the issues/areas discussed by these witnesses are: areas for improvement in the cooperative use of facilities; three initiatives at the Los Alamos National Laboratory for improving communication related to maximum effective use of the science/technology in which the federal government has invested at the laboratory; long-/short-term benefits of encouraging joint use of federally-supported facilities in agricultural research; the current administration's policy to form new partnerships whereby federal and non-federal entities share responsibilities for water resources research and information gathering; and mechanisms on how the United States Department of Agriculture can more effectively work with the cotton industry and New Mexco State University to utilize and support federally owned and operated agricultural research facilities. (JN)

ED 238 718 SE 043 699

Robertson, Douglas F.
Teaching Mathematics to Indochinese Students with Limited Proficien
in English.
PUB DATE- 30 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Asian Americans; *Bilingual Teachers; *College Mathematics; *English (Second Language); Higher Education; *Indochinese; *Language Skills; Limited English Speaking; *Mathematics Instruction; Remedial Mathematics; Second Languages

Experiences in teaching a course in developmental mathematics to Indochinese students who were uncertified bilingual teachers employed by the Minneapolis Public Schools are described. The students received training in basic mathematics while being exposed to a college-level course taught in English. Results of a placement test are noted, as well as attempts to teach the course on a number of different levels of mathematical sophistication, while taking into account the language difficulty. (MNS)

ED 238 822 SP 022 537

The Teacher's Checklist. A "Flight Plan" for Effective Teaching and Classroom Management.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Academic Achievement; Checklists; Class Organization; *Classroom Techniques; Discipline; Elementary Secondary Education; Guidelines; Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Education; *Teacher Effectiveness

IDENTIFIERS- Classroom Effectiveness; Missouri; PF Project

Designed primarily for beginning teachers in Missouri public schools, this pamphlet provides a checklist of practical, common sense pointers for classroom teaching. Material is provided on seven topics, including planning before opening day, opening day, the first weeks, yearlong objectives, assistance from the principal and administrators, 10 basics of teaching, and instructional management. Each of these topics is presented in a separate section, which is subdivided into specific recommendations on procedure and activities for developing and maintaining classroom control, student rapport, and good faculty and administration relations. A bibliography concludes the pamphlet. (LP)

ED 238 853 SP 023 496

Stedman, Carlton H.
Accreditation and Licensing: Origins and Current Status.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTIONS- Accountability; *Accreditation (Institutions);
*Accrediting Agencies; Educational Development; *Educational
History; Eligibility; Futures (of Society); Higher Education;
*Professional Associations; Teacher Education; Voluntary Agencies

Accreditation as a phenomena was probably initiated in this country in 1784 when New York formed its Board of Regents. Generally, however, it is the voluntary regional and professional associations that approve programs, although states may be involved. The first regional association was founded in 1885 and the first professional association formed by the American Medical Association (AMA) in 1877. The period of time just prior to 1920 to the mid-1930s produced many national professional associations related to specialities, with medicine, and the AMA in particular, emerging as the leader in accreditation practices. The National Council for Accreditation of Teacher Education (NCATE) was created in 1952, and, although harassed by controversy, has grown in strength, especially through recognition by many states. National efforts to direct and improve the accreditation process have continued over the years. In 1956, the National Commission on Accrediting began publishing a list of recognized accrediting associations and adopted formal criteria for recognizing accrediting agencies. And in 1975, a significant accreditation event happened when the Council on Postsecondary Accreditation (COPA) was formed. COPA is now probably the most comprehensive voluntary accrediting association ever organized. Six trends are discussed with regard to future directions in accreditation, and a chronology of events affecting accreditation is appended. (JMK)

Scales, Peter, Comp.; Chelton, Mary K., Comp

Early Adolescent Sexuality: Resources for Parents, Professionals, and Young People.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 83
AVAILABLE FROM- Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($2.50, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescent Development; *Adolescents; Annotated Bibliographies; Children; Family Life Education; *Resource Materials; *Sex Education; *Sexuality
IDENTIFIERS- *Early Adolescents

Included in this resource list of materials on early adolescent issues are the following sections: (1) general reading for parents and professionals, (2) bibliographies for parents and professionals, (3) journals and periodicals for parents and professionals, (4) training materials for professionals, (5) curricula for use with adults and young adolescents, (6) general reading (fiction and nonfiction) for young adolescents, and (7) films for young adolescents. A speech entitled "Sexual Development of Young Adolescents" by Joan Lipsitz is also included. (BJD)

ED 238 628 RC 014 497

Thurston, Paul
Organizational Changes in Public Schools.
Illinois Univ., Champaign. Coll. of Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 27 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Basic Skills; Computer Science
Education; Consolidated Schools; Curriculum Development; Educationa

Change; Educational Finance; *Educational Quality; *Educational Research; Elementary Secondary Education; Federal Government; *Government School Relationship; *Organizational Change; Public Schools; School Districts; *School Organization; Small Schools; State Boards of Education; State Government; Teachers

Renewed attention on educational quality is forcing educators to consider experimenting with new organizational structures for achieving public school objectives. Eight recent reports on the state of public precollegiate education in the United States addres the need for better educational quality. Although the eight reports vary in emphasis, viewpoint, and recommendations, most discuss the need for improved curricula, standards, teacher quality, and finances in the nation's elementary and secondary schools. Educator can respond to these reports by considering changes in educational organization. Local school districts can be restructured through consolidation or cooperative arrangements to influence the flow of educational resources. Examination of the structure of school and student activities can lead to altering the lockstep approach to th school day, varying time blocks for certain subjects, and improving the use of teacher time. Restructuring the educational professions can build specializations and professional advancement for teachers The federal government must maintain educational access for minorities while supporting research leading to educational reform. State governments must ensure that state statutes and educational goals work together. State boards of education must ensure high standards. Local school districts must consider innovative and flexible reorganization. A comparison of recommendations from four major reports is included. (SB)

ED 238 670 SE 041 739

Don't You Dare Breathe That Air!
American Lung Association, New York, N.Y.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Air Pollution; Community Support; Ecological Factors; Elementary Education; Environmental Education; Environmental Influences; Health Education; *Physical Health; Problem Solving; Public Health; Smoking
IDENTIFIERS- *Air Quality; PF Project; *Pollutants

Designed for elementary school students, the workbook focuses on the unhealthy and unpleasant effects of air pollution. Space is provided for students to draw pictures of: (1) how breathing polluted air can make people feel, (2) what polluted air can do to people's health--especially if they smoke cigarettes, (3) what air pollution can do to the rest of our world, (4) why the air is bad, (5) what makes the air dirty, and (6) what people can do to reduce air pollution. In the final section, students are asked to show people working together to get rid of polluted air. (LH)

ED 238 478 JC 840 003

Smith, Deena J.; Somero, Deborah T.
Blueprints for Building a Career Resources Library.
Richland Coll., Dallas, TX.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- Career Awareness; *Career Counseling; Career Planning
Community Colleges; Educational Counseling; *Library Collections; Occupational Information; *Post High School Guidance; *Resource Materials; *Special Libraries; Two Year Colleges

This description of Richland Community College's Career Resources Library begins by explaining the eight major subdivisions of the collection: (1) job search information, which contains information on employment strategies, interviewing techniques, researching jobs/companies, and resume writing; (2) occupational information, which includes employment outlook information for 13 highlighted career areas; (3) skills for living, which contains information on adult development, career planning, and community resources; (4) educational information, which includes college catalogues and educational resources; (5) Holland files, which categorize occupational information according to John Holland's six interest and personality themes; (6) vocational biographies; (7) audio-visua materials; and (8) job placement resources for the Dallas area. After the library's color code system and methods for labeling and filing new resources and creating index cards for reference books and audio-visual materials are detailed, a list of sources of caree information is provided. The next sections focus on the Career Services Division's philosophy and purpose, describing emphases on adult and career development and providing diagrams of the career services model, the process used in meeting student career/life planning needs, and the library's staffing hierarchy. A list of the library's personnel and their responsibilities is included. (LAL

ED 238 536   PS 013 936

Integrating Subject Areas in Primary Education Curriculum: A Joint Innovative Project. Report of the Finalization Meeting (Bangkok, Thailand, December 9-15, 1981).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 82
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017 (no price quoted).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- *Curriculum Design; Curriculum Development; *Curriculu Evaluation; *Elementary Education; Foreign Countries; *Integrated Curriculum; *Primary Education; Program Development; *Program Implementation; Research Needs
IDENTIFIERS- India; Japan; Malaysia; Nepal; South Korea; Sri Lanka; *Support Systems; Thailand

A project was developed to establish improved educational methods, techniques, and tools as well as to provide the knowledge base for educational innovation and programs of integrated curricula in primary schools. This final report highlights work conducted during 1980-81 in seven member countries of the Asian Program of Educational Innovation for Development (APEID): India, Japan, Malaysia, Nepal, the Republic of Korea, Sri Lanka, and Thailand. Chapter 1 of the report discusses reasons for, different aspects of, and the meaning of curriculum integration. Chapter 2 deals with different forms of integration, such as integration by broad fields of subject areas, by themes, by projects, and by emerging interests and concerns of children. Chapter 3 provides an account of approaches to integrated curriculum development, including centralized, decentralized, and mixed approaches. Chapter 4 focuses on organizational structure, implementation processes, roles of teachers and other personnel, and strategies for curriculum implementation and for insuring continued interest in innovative projects. Chapter 5 discusses purposes of evaluation and aspects of formative and summative evaluation. Chapter 6 describes the support system necessary for curriculum integration, and chapter 7 briefly discusses research and development activities related to implementation of the integrated curriculum. The concluding chapter indicates participating countries' future plans and the implications of such plans for APEID. Appended are a chart depicting the status

ED 238 656 RC 014 533

Garbutt, Barbara; And Others
Outdoor Education Counselor Manual.
Oakland County Schools, Pontiac, Mich.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Standards; Camping; Clothing; Counseling Objectives; *Counselor Role; Counselor Training; Elementary Secondary Education; Outdoor Activities; *Outdoor Education; *Resident Camp Programs; Safety; Scheduling; Student Behavior; *Student Leadership; *Student Responsibility
IDENTIFIERS- *Student Camp Counselors

An outdoor education counselor manual was developed as a sample guide to aid Oakland County (Michigan) student camp counselors in preparing for their camp experience, so they will understand their role in the total program. A welcome to student counselors briefly lists their responsibilities. A section on the purpose of the manual notes counselors' two major responsibilities (supervising their instruction group and assisting adult teachers and naturalists in the field instructional program) and points out that student discipline is not the student counselors' responsibility. Staff rules, general rules, and student rules are specified. A sample daily schedule and shower schedule are given, as are sample duty schedules for tablehoppers, kitchen police, and swampers (shower cleaners). A specific clothing and equipment list is provided for students and their parents. (MH)

ED 238 688 SE 043 573

Opportunities for Exploring Math/Science Careers. Education, Business, Industry.

New York State Education Dept., Albany.

PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Career Guidance; *Career Planning; Fellowships; *Females; Higher Education; High Schools; Industry; *Mathematics Education; *Minority Groups; Scholarships; *Science Careers; *Science Education; Work Study Programs
IDENTIFIERS- *New York

This book is designed to assist school districts in career guidanc planning for high school students in general and minority students and females in particular. It is also designed to encourage cooperation among educational institutions, business, and industry groups within New York State. Descriptions are provided of programs, internships, scholarships, and other career exploratory programs in the mathematics, science, and related high technology areas. Information for each entry includes: contact person's name, address, and telephone number; program title; a brief description of its purpose; target population; requirements for participation (if any); and services available, including scholarships (if any). Entries are listed: (1) geographically, by the eight post-secondary regions of New York State, and (2) alphabetically by program title for statewide and nationwide initiatives. Also provided is an annotated list of mathematics and science activities for the post-secondary population. These activities (arranged alphabetically by sponsoring agency) include degree programs, support services, and other assistance for high school graduates; re-entry women; matriculating college students; and graduate students aspiring to higher level programs. Special programs in mathematics and science for females and minority groups are included in this listing. (JM)

ED 238 733 SE 043 755

Keith, Bill
Scopes II. The Great Debate. Creation vs. Evolution.
PUB DATE- 82
AVAILABLE FROM- Huntington House, Inc., P.O. Box 78205, Shreveport, LA 71137. ($4.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Controversial Issues (Course Content); *Creationism; Elementary Secondary Education; *Evolution; *Religious Factors; *Science Education; *State Legislation
IDENTIFIERS- *Louisiana

This book, written by a member of the Louisiana State Legislature (who authored a bill during the 1981 legislative session mandating balanced treatment for creation-science wherever evolution-science is taught to public school children), takes a step toward answering the question: Should the scientific evidences for creation be given equal time with those evidences for evolution? The 13-chapter book details the religious aspects of evolutionary teaching now being imposed on public school children, documents the harmful results of children being indoctrinated in evolution when they enter schools after having been taught creation in the home, and explains to parents and others what can be done to solve this dilemma. Among th other topics and issues addressed are: how the Louisiana State Legislature overwhelmingly adopted a program that would give equal time to creation-science whenever and wherever evolutionary dogma i taught in schools; responses/tactics of evolutionists, news media, the American Civil Liberties Union (ACLU) and others to the program Arkansas Balanced Treatment Act, Judge William Overton's decision t strike down the act, and Luther Sutherland's evaluation of the judge's decision; the lawsuit against the Louisiana legislation; th religion of humanism; the changing-tide strategy for the 1980s. (JN

ED 238 763 SO 015 169

Kristiansen, Rolf, Ed.
Survey of Educational Research in Norway 1979-1980.
Royal Ministry of Church and Education, Oslo (Norway).
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Annotated Bibliographies; Comparative Education; Educational Development; Educational Practices; *Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- European Documentation and Information System; *Norway

The fifth in a series of biannual surveys of educational research in Norway is presented. It covers 190 projects conducted in 1979 and 1980. Projects are grouped and cross-referenced according to the facets and subfacets of the European Documentation and Information System for Education Thesaurus (EUDISED). Identification numbers are followed by project titles which, if not originally in English or French, are translated into one of these languages. EUDISED descriptors are given in English and French. For each entry, the following information is presented: an identification number, country of origin, designation of whether the project is ongoing or has been completed, name or names of researchers, project supervisors, sponsoring institutions, research institution, publications which resulted from the project, source of funding, and project description. The document concludes with an author index and subject indexes in English and French. (LP)

ED 238 794 SO 015 332

America's Heritage, People and Problems: Instructional Materials/Resources for Grade 8 Social Studies.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-82-2582
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Alienation; Citizenship Responsibility; Civil Rights; Colonial History (United States); Crime; Democracy; Environment; Grade 8; Human Dignity; Junior High Schools; Justice; Laws; Learni Activities; Poverty; Revolutionary War (United States); *Social History; *Social Problems; Social Studies; *United States Governme (Course); *United States History; Units of Study; Values

Teachers of an eighth grade American history and government cours are provided with a 4 unit curriculum guide. Following an introduction and course outline, Unit I, "Beginnings of America," contains 3 lessons covering exploration, colonization, and the American Revolution. The three lessons in Unit II examine the practical and humanistic aspects of democracy. Unit III explores th foundations of American democracy in lessons on law, criminal and civil justice, civil rights, and civic participation. The final uni includes four lessons focusing on the social problems of poverty, crime, alienation, and the environment. Lessons utilize a variety c teaching methods, including discussion, debate, editorials, role plays, skits, and collages. General teaching strategies, research guidelines, and Hawaii Social Studies Program objectives are appended. (LP)

ED 238 837 SP 023 399

The Scottish Council for Research in Education: Fifty-Fifth Annual Report 1982-83.
Scottish Council for Research in Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; *Curriculum Development; *Educational Research; Elementary Secondary Education; Feasibility Studies; Foreign Countries; Higher Education; *Longitudinal Studies; *Needs Assessment; *Program Evaluation; *Research and Development Centers
IDENTIFIERS- Scotland; *Scottish Council for Research in Education

Reports are given on activities of the Scottish Council for Research in Education. Included are the Chairman's Report and those of the Finance and General Purpose Committee, Communications Committee, and the Research Committee. Summaries are presented of research projects involving: (1) primary school teaching strategies; (2) students' awareness of educational opportunities; (3) mathematics surveys; (4) Craigroyston Curriculum Project; (5) community schools in the Lothian Region; (6) young adults in Scotland; (7) further education for the handicapped; (8) evaluation of a local authority assessment initiative; (9) evaluation of links established between primary schools and nonformal education agencies; (10) Primary Teaching Practice Project; (11) further education colleges and changing student needs; (12) teaching writin for learning; (13) assessment of mathematics; (14) changes in the fifth year of school; (15) falling enrollment in Scottish secondary schools; (16) Scottish Restandardisation of the WISC-R (1982); (17) education for the community; (18) Lothian Region Ergonomics Project (19) induction, assessment, and guidance in Youth Training; and (20 Pakistan Primary Education Project. Also included in this annual ar reports from the Research Service Unit; Schools' Assessment, Research, and Support Unit; and EURYDICE (an information unit). Information on research prizes, liaisons with other organizations, papers delivered at conferences, staff publications, and accounts i also presented. (JD)

ED 238 493 JC 840 022

Hayward, Gerald C.
Community College Funding Alternatives and Strategies.
California Community Colleges, Sacramento. Office of the Chancellor
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Community Colleges; *Educational Finance; Financial Support; Governance; *School District Autonomy; *State Aid; *State Legislation; Two Year Colleges
IDENTIFIERS- *California

An analysis of Project Independence--a proposal that would limit the role of the Governor and legislature of California in determining the level of funding of local governments (including community college districts) through specification in the Constitution of the share of various state taxes to such entities--is presented in this report to the Board of Governors of California Community Colleges. First, an overview of Project Independence is presented including a statement of the project's purpose, means of funding, different treatment of funding recipients, and state mandated costs. Next, the project's impact on community colleges is discussed in terms of the implications for governance, funding provisions, and the effect on community college finances. This section analyzes the effects of the proposed project in terms of the stability, sufficiency, predictability, and independence of funding. Appendices to the report provide a statement of the goals and purposes of Project Independence, a position statement, and an outline of the changes that would be mad in the California Constitution were the project to be enacted. (HB)

ED 238 508 JC 840 040

Hans, David R.; And Others
Joining the Ranks: Partnership in Rehabilitation.
California Community Colleges, Sacramento. Office of the Chancellor
California State Dept. of Education, Sacramento.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 81
GRANT- CC-3-0-776
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Career Counseling; Community Colleges; *Cooperative Education; Developmental Studies Programs; *Job Training; *Physica Disabilities; Program Descriptions; School Business Relationship; Student Evaluation; Student Personnel Services; Student Placement; Student Recruitment; Two Year Colleges; *Two Year College Students *Work Experience Programs
IDENTIFIERS- *Vista College CA

The vocational counseling and training process described in this manual has been used successfully with disabled students at Vista College. As prefatory material notes the Vista College model is exceptional in that it begins with conditional job offers from a specific private employer and then works backward to establish the necessary training standards, admission requirements, assessment activities, and recruitment procedures; and that it focuses on developing short-term, intensive training activities designed specifically for disabled students. Chapter I introduces Vista College's disabled student population; program components, results, and operational structure; and program development and administration. Chapter II explains the components of the business-education-labor partnership, focusing on the conditional job offers, the college and its relationship with the private sector, and the role of unions. Chapter III considers training and placement strategies, providing information on programs such as roofer's pre-apprenticeship, custodial and postal services, and intercept operator. Chapter IV reviews initial student contacts and the recruitment, intake, and referral processes; chapter V describe the program's assessment activities. Concluding chapters consider disability benefits and training, developmental activities, and supportive services such as employer education, student support, an post-placement services. (LAL)

ED 238 602 RC 014 136

Flynn, Jane
Curriculum Diversity in a Small Secondary School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Courses; Curriculum Development; *Curriculum Enrichment; Grouping (Instructional Purposes); *Rural Education; *Rural Schools; Secondary Education; Small Schools; Student Needs
IDENTIFIERS- PF Project

An economical strategy used to expand the curriculum at the Peterson (Minnesota) secondary school, a small rural facility, is described. The need for an enriched curriculum was identified on the basis of several shortcomings perceived in the existing school program: few electives, student stereotyping and cliques, and inadequate special needs programs. An opportunity to expand through consolidating with a neighboring school district was rejected in favor of an independent project to revise the curriculum. Emphasizing the advantages of small school faculty flexibility, this plan centered on an interest-based curriculum offering short term courses, a non-graded system, independent study, ability rather than age grouping, and phasing (offering a particular required course every third year). The strategy had several advantages. Students were able to select courses based on their interest, to associate with different groups of students, and to study under a variety of teachers. (LP)

ED 238 615 RC 014 458

Fiscal Year 1984 Budget. Hearings before the Select Committee on Indian Affairs, United States Senate, Ninety-Eighth Congress, First Session on the Fiscal Year 1984 Budget (February 23, 24, and 25, 1983).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Allied Health Occupations Education; *American Indian Education; American Indian Reservations; American Indians; Communit Development; Elementary Secondary Education; Federal Aid; Federal Indian Relationship; Health Needs; *Health Services; Hearings; *Housing Needs; *Public Agencies; School Closing; Self Determination; Tribes; Vocational Education

IDENTIFIERS- Bureau of Indian Affairs; Congress 98th; *Federal Budget; Indian Education Act 1972 Title IV; *Senate Select Committe on Indian Affairs

The Senate Select Committee on Indian Affairs met in Washington, D.C. on February 23-25, 1983, to discuss the implications of the proposed budget for the 1984 fiscal year. Testimony by representatives of government agencies and American Indian tribes and organizations focused on five main topics: closure of the Intermountain (Utah) and Mount Edgecumbe (Alaska) Indian Schools; transfer of the Administration for Native Americans (ANA) to the Bureau of Indian Affairs (BIA); termination of some educational assistance provided under the Indian Education Act; provision of housing, water, and sewer facilities on American Indian reservations; and provision of health care to American Indians. Government witnesses included representatives of the BIA, ANA, Office of Indian Education, Department of Housing and Urban Development, Indian Health Service, and Department of Education. Outside witnesses included representatives from the INMED Program, National Indian Health Board, American Indian Health Care Association, United Tribal Educational Technical Center, North Carolina Department of Public Instruction, Native American Rights Fund, Intermountain Inter-Tribal School Board, National American Indian Housing Council, National Tribal Chairmen's Association, National Congress of American Indians, three reservations, and eight tribes. (SB)

ED 238 671 SE 041 740

Trenk, Barbara Scherr
Health Hazards in the Science Classroom.
American Lung Association, New York, N.Y.
PUB DATE- May 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- *Accident Prevention; Chemical Reactions; *Chemistry; Educational Facilities Improvement; Educational Needs; High Schools; Laboratory Equipment; Laboratory Experiments; *Laboratory Safety; *School Safety; Science Instruction; *Secondary School Science
IDENTIFIERS- *Hazardous Materials; *Health Hazards; Occupational Safety and Health Administration; PF Project

Designed for high school science teachers, the document warns of potential health threats of performing certain experiments and using certain chemicals or chemical combinations in their courses. Following a rationale for more carefully considering health dangers, the document gives suggestions on what can be done by teachers. Reports such as a survey by the Kentucky Labor Department, in which officials found that 90 percent of the state's four-year colleges and 5 percent of the high schools had one or more cancer-causing chemicals, are cited as sources of increasing concern. Sixteen carcinogens regulated by the Occupational Safety and Health Administration (OSHA) are listed, followed by a chart listing dangerous combinations of common school chemicals. Other cautions on handling chemicals are described and organic chemistry is discouraged at the high school level. Teachers are encouraged to re-evaluate laboratory equipment and chemicals and schools are urged to develop safe procedures for storage, use, disposal, and supervision by qualified personnel. (LH)

ED 238 719 SE 043 740

David, Edward E., Jr.
Of Feedback, Noise, and Clarion Calls: Preserving the Quality of Engineering Education.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Science; *Computer Science; *Educational Quality; *Engineering Education; Government Role; Higher Educatio
*Industry; Labor Needs; Labor Supply; Policy Formation; Productivity; *School Business Relationship; Science Education; *State Action; Technology
IDENTIFIERS- *Industrial Policy; New Jersey

Although times seemed ripe for far-reaching initiatives to safeguard the quality of engineering education, current political noise about the issue threatens to drown out the engineering community's message. However, the engineering community's theme should be that economic growth in a modern economy, that industrial policy, is based first and foremost on people, including a cadre o scientists/engineers trained to high standards of technical excellence; and such a cadre will not endure unless engineering schools are healthy. Renewed support for action is available, but the question is whether the engineering community will make its clarion calls heard and will receive an adequate share of the new funds becoming available. The question of industrial policy at federal and state levels needs to be considered, particularly in states where new paradigms linking industry and the academic scien and engineering communities in the service of economic growth base on new technology are being created. This can be illustrated by recommendations of the New Jersey Governor's Commission on Science and Technology. Two related issues where industry and engineering schools share responsibility should also be considered, namely, concern aroused by the failure to match engineering supply/demand and the success in using computing technologies to boost engineeri productivity. (JN)

ED 238 779 SO 015 311

Guide to Graduate Departments of Geography in the United States ar Canada 1983-1984. With Theses and Dissertations Completed During 1982-1983.

Association of American Geographers, Washington, D.C.

REPORT NO.- ISBN-0-89291-171-9
PUB DATE- 83
AVAILABLE FROM- Association of American Geographers, 1710 16th St N.W., Washington, DC 20009 (AAG members and prospective graduate students, $5.00; nonmembers, $9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Admission Criteria; *Degree Requirements; Doctoral Dissertations; *Doctoral Programs; Educational Facilities; Enrollment; Financial Support; *Geography Instruction; Graduate School Faculty; *Graduate Study; Higher Education; *Masters Programs; Masters Theses; Research Opportunities; Universities
IDENTIFIERS- Canada; United States

Designed for college and university departments and students, th guide provides a comprehensive listing of current graduate progra in geography in the United States and Canada. Following an explanation of the guide format, 146 of the total 169 graduate departments of geography are listed alphabetically under sections for each country. Information is provided on degrees offered, num of degrees granted, number of students currently enrolled, progra and research facilities, admission requirements, and financial ai Names are given for department heads, contact person, and staff. Titles of recently completed doctoral dissertations and masters' theses are provided. Supplemental material includes a staff directory, geographical index, and a list of graduate departments not covered in the guide. (LP)

ED 238 809 SO 015 371

Maxey, Phyllis F.; And Others
The Credit Business. Instructor's Guide and Student Materials.
Business Issues in the Classroom. Revised.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 83
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave.,
Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business; Business Responsibility; Case Studies; *Consumer Education; Consumer Protection; *Credit (Finance); Economics Education; Eligibility; Financial Aid Applicants; Financial Needs; *Financial Services; Instructional Materials; Learning Activities; Loan Repayment; Money Management; Secondary Education; Units of Study
IDENTIFIERS- *Business and Society; Credit Cards; Credit Ratings

One of a series of units on business issues designed for secondary school students, this packet examines the responsibilities of the lender and consumer in the credit business. Teacher and student materials are provided in separate sections. The teacher's guide presents five detailed lesson plans, each focusing on a credit case study; discussion guides; recommended follow-up activities; answer keys; and suggestions for using a business person as a classroom resource. The student materials contain student reading handouts for the following case studies: first auto loan, a student credit card application, an inaccurate credit file, an investigative report, repossession, and a consumer credit counselor's help in getting a family out of debt. Also included are a reading which presents three important laws that effect credit practices and a vocabulary worksheet to help students review new terms used in the unit. (LP)

ED 238 869 SP 023 640

Feistritzer, C. Emily
The Condition of Teaching. A State By State Analysis. A Carnegie Foundation Technical Report.
Carnegie Foundation for the Advancement of Teaching.
REPORT NO.- ISBN-0-931050-23-5
PUB DATE- 83
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Career Choice; *Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Futures (of Society); Population Trends; Private Schools; Professional Recognition; Public Schools; *Public School Teachers; *State Norms; Teacher Certification; Teacher Education; Teacher Recruitment; Teacher Salaries; *Teaching (Occupation)

Changes in the condition of teaching for the country as a whole an for each state are analyzed in the following areas: (1) general population shifts; (2) elementary and secondary school enrollments, public and private; (3) numbers of public school teachers; (4) public school finance and its relationship to overall economic conditions--personal and per captia income, and sources of revenue--in each state; (5) salaries of public school teachers, as a percentage of total school expenditures and of total personal income, compared with salaries of other professional and nonprofessional workers; (6) certification requirements of the teaching profession; and (7) who is going into the teaching profession in this country and what that portends for the teaching force in future years. Aggregated national statistical averages are presented in tabular and graphic format with narrative discussion. Six fundamental points are made: (1) teachers' salaries differ widely from state to state and are down in relation to total spent on each student; (2) teachers' salaries are low and fail to grow commensurate with other professionals; (3) there are more teachers and fewer pupils presently, but demand is starting to exceed supply and is expected to grow; (4) the caliber of new teachers is low and getting worse; (5) there are more certified teachers in public than in private schools; and (6) federal and state contributions to school funding show vast differences across the country. (JD)

ED 238 884 SP 023 709

State and Local Law Enforcement Training Needs in the United States.
Volume I: Executive Report.
Federal Bureau of Investigation, Quantico, VA.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Demography; Employee Attitudes; Employee Responsibility; Employer Attitudes; *Job Training; Law Enforcement; *Needs Assessment; *Police; *Police Education; Postsecondary Education; Self Evaluation (Groups); Work Attitudes

In response to a request by the United States Department of Justice, the Institutional Research and Development Unit, Training Division, of the Federal Bureau of Investigation, undertook a long-term comprehensive analysis of state and local law enforcement training needs throughout the United States. A study was developed to: (1) determine the type and extent of any state and local law enforcement training needs as perceived within the context of their individual organizational missions and environments; (2) identify any differences in the nature of the training needs at the various demographic levels of relevance; and (3) provide training needs information which would facilitate any Federal Law Enforcement Training programs developed to meet state and local law enforcement agencies' needs. Questionnaires were developed and mailed to all state and local law police problems and skill areas. Examination of data also reveals that (N=7,292). An analysis of the findings suggests that the majority of training needs given high priority by law enforcement agencies involve basic police problems and skill areas. Examination of data also reveals that a number of task activities not considered high priority by some sizes or types of agencies were given high priority ratings by others. This document, an executive summary, includes an introduction, review of the literature, discussion of methodology, findings, and conclusions as well as a list of references. (JMK)

ED 238 522 PS 013 625

Decisions about Science. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; *Decision Making Skills; Environment; Genetics; Instructional Materials; Junior High School Middle Schools; Resource Materials; *Science Education; Secondary School Science; *Self Concept; *Sex Differences; Sex Fairness; Sex Stereotypes; Student Attitudes; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- PF Project

This unit, one of six which comprise the Fair Play program, examines male and female characteristics and behaviors in relation to genetics and environment. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the tota program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of this guide consists of the student guide which contains 17 lessons organized into four parts:

(1) female and male attitudes toward science; (2) role of chromosomes and genes in human development; (3) relationship betwee humans and their environment; and (4) environmental decisions related to technology, lifestyle, and society. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

ED 238 552 PS 014 018

Long, Thomas J.
Working Parents, Schools and Children in Self-Care.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- After School Programs; Educational Legislation; Elementary Education; *Elementary School Students; *Emotional Development; Emotional Problems; *Employed Parents; Maturity (Individuals); *Parent Attitudes; Pilot Projects; Population Trends *School Age Day Care; *School Role
IDENTIFIERS- *Latchkey Children; School Facilities Child Care Act

Several topics centering on children in self-care, or latchkey children, are discussed. Initially presented are demographic and background data related to the emergence of domestic situations in which children spend substantial amounts of time at home unattended by adults. In subsequent discussion, the incidence of unsupervised children at home is indicated, the need of many American families for before- and after-school child care arrangements is pointed out, and the attitudes of parents concerning the latchkey arrangement are discussed. Additionally considered are the attitudes and feelings children have about the latchkey experience. Special attention is given to pressure to mature rapidly, which may be imposed on children relegated to self-care, and to the responses of schools and the federal government in providing school-based child care services. Ways some schools are and others are not meeting the needs of latchkey children are indicated, and federal initiatives addressing the problem are described. The concluding section asserts that the most promising long-term solution to the problem is to coordinate the school calendar with parents' working schedules, either by lengthening the school day and year or by shortening parents' work year, week, and day. (RH)

ED 238 567 PS 014 045

Quayle, Dan
Opening Remarks by Senator Dan Quayle (National Forum on Excellence in Education, Indianapolis, Indiana, December 6, 1983).
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Improvement; *Educational Needs; Elementary Secondary Education; *Federal Programs; School Business Relationship
IDENTIFIERS- National Commission on Excellence in Education

In a very brief response to "A Nation at Risk," the final report by the National Commission on Excellence in America, the author states that Americans have been charged with the task of restoring excellence to education in this country. Change and reform must stem from local, state, and federal levels. In addition, partnerships between business and schools should be encouraged to ensure that students will be successful when they enter the work force. (BJD)

ED 238 585 PS 014 084

Educating Young Adolescents: A Resource List.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

PUB DATE- 83

AVAILABLE FROM- Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($2.50, plus $1.00 postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- *Adolescents; Annotated Bibliographies; Curriculum; *Educational Philosophy; Instruction; *Resource Materials; Space Utilization; Student Participation

IDENTIFIERS- *Early Adolescents

A resource list of books and articles on educating young adolescents is provided for professionals who work with 10- to 15-year-olds and their families. Listed are 21 references on schooling, 8 references regarding effective schools studies, 9 resources for curriculum and instruction, 4 references for design and use of physical space, and 3 resources on encouraging youth participation. A listing of journals and organizations concerned with adolescents is also included. (BJD)

ED 238 704 SE 043 680

1983 Science and Technology Posture Hearing with Director Office of Science and Technology Policy. Hearing before the Committee on Science and Technology. U.S. House of Respresentatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Science a
Technology.

PUB DATE- 3 Feb 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Budgets; *Educational Improvement; Engineering Education; *Federal Aid; *Federal Programs; *Government Role; Hearings; Higher Education; *Policy Formation; *Research and Development; Science Education; Sciences; Secondary Education; Teacher Improvement; Technology

IDENTIFIERS- Congress 98th; Keyworth (George A); National Science Foundation

Presented is the testimony of Dr. George A. Keyworth (Director of the Office of Science and Technology Policy in the Executive Office of the President) in the first of a series of posture hearings held in connection with the responsibilities of the Committee on Science and Technology (United States House of Representatives) as it relates to its role in providing research and development (R&D) funds for the government. Among the areas addressed in this testimony (and in Dr. Keyworth's prepared statement) are: criteria embodied in proposed programs for FY 1984; major national goals tha are particularly affected by R&D policy (including defense); how th administration is implementing its policy priorities, especially th

focus on university basic research; and programs to improve the supply of qualified science and mathematics teachers in secondary schools. The three criteria embodied in FY 1984 programs include: identifying opportunities for scientific advances (constituting the areas of greatest emphasis in the R&D budget); stimulating greater interaction of academic, federal, and industrial scientists and engineers to make sure the best R&D is supported well enough to permit rapid progress; and the appropriateness of the role of the federal government in R&D. (JN)

ED 238 749 SO 015 119

Silverman, Judy; Lamp, Nancy
Energy Efficient Economists.
Akron Public Schools, Ohio.
PUB DATE- 80
AVAILABLE FROM- National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Education; Awards; Career Education; *Conservation Education; *Economics Education; *Energy Conservation; Grade 1; Grade 2; *Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Instruction; Music Education; Primary Education; Program Descriptions; Program Evaluation; *Relevance (Education); Student Projects

This interdisciplinary economics project helped first and second graders learn how to conserve energy and save money. The project started because of an announcement by the elementary school principal that, if school utility bills could be lowered, the Board of Education would give the school half the money saved. Students were first introduced to basic economic concepts through the use of games, overhead transparencies, role play situations, and other activities. The second part of the project involved teaching the children about energy, energy sources, and energy conservation through the use of booklets, films, filmstrips, and classroom discussions. Students were also involved in many activities (e.g., they put on a play and wrote energy lyrics to a melody). The third part of the project involved students in energy outreach activities. For example, students made signs for every classroom to remind students and teachers of basic energy rules (e.g., turn out lights), made a videotape, sold recycled products at a cluster fair, and for a culminating effort, launched 700 helium balloons carrying the energy message to surrounding communities. Pre- and posttests and oral checks showed that the project was very successful. Included in the appendix are an economics test and the student handouts. (RM)

ED 238 823 SP 022 546

Unfinished Business in New Mexico Education. Recommendations of Quality Education Conference 3.

New Mexico State Board of Educational Finance, Santa Fe.; New Mexico State Dept. of Education, Santa Fe.; New Mexico State Univ., Las Cruces. Coll. of Education.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; *Academic Standards; *Curriculum Development; Curriculum Problems; Educational Improvement; Educational Objectives; Elementary Secondary Education; Governance; Higher Education; *Instructional Improvement; Parent School Relationship; Public Education; School Community Relationship; *School Effectiveness; School Funds; *Staff Development
IDENTIFIERS- New Mexico; PF Project; *Quality Education Conference III

The document presents recommendations voted by the Quality Education Conference III participants as the most pressing items of unfinished business in New Mexico education. Recommendations for public schools are listed under the following subheadings: curricular concerns, communication, staff improvement, and fiscal support. Recommendations for higher education concern curriculum, fiscal support, and governance. The final section briefly describes what the concerned citizen, the policymaker, and the educator can do to insure quality education at local and state levels. (LH)

ED 238 479 JC 840 004

Kocher, Earl D.; Houston, Charles
How Do You Rate?
PUB DATE- 2 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Class Size; College Faculty; Community Colleges;
Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation;
Females; Males; Questionnaires; *Student Evaluation of Teacher
Performance; Two Year Colleges
IDENTIFIERS- *Mountain Empire Community College VA

An attempt was made at Mountain Empire Community College to devel and implement an impartial and equitable method of faculty evaluation. As part of this process, an instrument was developed to provide both a quantitative and qualitative student rating of faculty. The instrument contains 10 questions covering the syllabus/course outline, objectives, course content, grading system assignments, identification of student responsibilities, and instructor's fairness and ability to stimulate students and help them comprehend. Each of the 10 statements is weighted on the basis of students' strength of agreement or disagreement. In fall 1982, each faculty member distributed the form to his/her classes, and a mean score for each instructor was computed for use in the overall evaluation plan. An analysis was later conducted to assess whether the size of the class or the sex of the instructor significantly affected faculty ratings. Results of the analysis indicated that there was no significant difference between mean faculty ratings fo small, medium, or large classes and that mean ratings for male and female instructors were not significantly different. The rating instrument and instructions for administering it are appended. (HB)

ED 238 643 RC 014 515

Amodeo, Luiza B.; And Others
Future Issues in Rural Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aspiration; Career Counseling; Community Development; *Educational Improvement; Educational Trends; Educati Work Relationship; Elementary Secondary Education; Employment Opportunities; Entrepreneurship; Females; *Futures (of Society); *Occupational Aspiration; Role Models; Rural Development; *Rural Education; *Rural Youth; School Community Relationship; School Rol Self Esteem; *Teacher Education; Technological Advancement

Many rural schools today are faced with problems of inadequate facilities and instructional materials limited course offerings, inadequate funding, poor teaching, and limited job opportunities fo students. Rural young people, particularly women, have bleak prospects for post-secondary education or non-traditional employment. Because rural youth perceive few or limited educational and occupational options, many have low aspirations, expectations, and self-esteem. Rural girls expect marriage and aspire to lower professions because they lack adequate career counseling and positive role models. Few teachers have specific preparation for rural teaching. Preservice/inservice education for rural teachers should include teaching in multi-grade classrooms; integrating disciplines/subject areas; planning/implementing instruction in multiple subjects in numerous preparations per day; supervising extracurricular activities; planning the curriculum; utilizing community resources; enhancing learning with limited instructional resources; and working with parents to promote pupil growth. Career counselors should be sensitive to problems of rural women. Microcomputers and other technological advances may expand possibilities for entrepreneurial businesses in rural areas, and sc increase job opportunities. Rural teachers and business people should serve as role models for rural youth. School-Based Community Development Corporations could link schools, communities, and businesses to improve rural education and quality of life. (MH)

ED 238 657 RC 014 534

Garbutt, Barbara; And Others.
Outdoor Education Student Log Book.
Oakland County Schools, Pontiac, Mich.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Standards; Camping; Clothing; Dormitories; Elementary Secondary Education; Food Service; Leisure Time; Outdoor Activities; *Outdoor Education; *Resident Camp Programs; *Student Behavior; *Student Responsibility; Student Role

A student log book for outdoor education was developed to aid Oakland County (Michigan) teachers and supervisors of outdoor education in preparing student campers for their role and responsibilities in the total program. A sample letter to sixth graders explains the purpose of the booklet. General camp rules (10) are presented, followed by 6 woods etiquette guidelines. Dining hall rules are given, as well as duties of table hosts/hostesses and Hoppers (table servers). Duties of the kitchen crew before and after meals are detailed. Dormitory/cabin rules (11) are covered. Flag raising ceremonies are described. A blank log page provides space for students to record duties and activities. A clothing and equipment list details necessary items. (MH)

ED 238 734 SE 043 756

Altmann, Antonin, Ed.; Lipertova, Pavla, Ed.
The Didactics of Biology. Selected Bibliography for 1980. Part I and Part II.
Charles Univ., Prague (Czechoslovakia). Central Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Biology; College Science; Geology; Higher Education; Instructional Materials; Science Activities; *Science Curriculum; *Science Education; Science History; *Science Instruction; *Science Materials; Secondary Education; Secondary School Science; Teacher Education; *Teaching Methods

Selected articles on various aspects of biology teaching published in 1979 have been annotated in this two-part bibliography. Entries from 19 journals representing 11 different countres are presented according to a topic area classification scheme listed in the table of contents. Countries represented include: Australia; Bulgaria; Czechoslovakia; Federal Republic of Germany; France; German Democratic Republic; Great Britain; Hungary; Poland; Soviet Union; and the United States. The 15 general topic areas include: didactics of biology as a scientific discipline; history of biology; biology instruction abroad; teaching/educational objectives; gnoseological, psychological, and logical foundations of biology teaching; biology curriculum and content; didactical principles in biology teaching; methods used in biology teaching; organizational forms of biology instruction; planning; achievement; biology teachers; and articles and information related to scientific biology. Each entry (numbered according to a code in the table of contents) includes author, original title (and English translation when appropriate), complete journal reference, and English abstract. Entries do not necessarily reflect all the topic and sub-topic areas included in the table of contents. (JN)

Suter, Coral; Croddy, Marshall
Of Codes and Crowns: The Development of Law. Instructor's Manual. Law-in-Social Studies Series.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 83
GRANT- 3-0045-8-CA-JN; 82-03648-X857
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Anthropology; Archaeology; Instructional Materials; *Interdisciplinary Approach; Justice; Laws; *Legal Education; Secondary Education; Social Studies; Teaching Guides; Western Civilization; *World History
IDENTIFIERS- Authority; *Legal History

Instructions are provided for using an accompanying student text. The materials are designed to supplement secondary world history textbooks. Content focuses on the development of law from the prehistoric period to the Renaissance in Italy. The teacher's guide begins by providing a general overview of the student booklet. For each unit, the guide presents an overview, outlines specific goals and objectives, discusses needed teacher preparation, and then presents the text of the student booklet. Interspersed through the text are teaching suggestions, including questions to ask, learning activities, facts students might be interested to know, topics to explore, and answers to student booklet questions. (RM)

ED 238 795 SO 015 333

Pescaia, Mahealani; Kinoshita, Jane, Ed.
Early Hawaiian Life: Instructional Materials/Resources for Social Studies (Elementary).
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-81-1647
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agriculture; Concept Teaching; Cross Cultural Studies; Cultural Awareness; *Cultural Background; Cultural Education; Ethnicity; *Ethnic Studies; Folk Culture; Geography; Government (Administrative Body); Grade 4; Handicrafts; Housing; Instructional Materials; Intermediate Grades; Land Use; Learning Activities; Migration; *Social History; Social Structure; Social Studies; *Stat History; Units of Study

IDENTIFIERS- Fishing; *Hawaii

Materials in this curriculum guide for a fourth grade course on Hawaii prior to Western contact use a cross-cultural approach to teach about that state's multicultural heritage. Following an introduction, which provides a course outline and objectives, nine study units cover geography, migration, canoe building, land division, society and government, agriculture, fishing, shelter, and traditional cloth-making. Each unit is organized according to the following format: overview, rationale, teacher background information, generalizations, concepts, objectives, reference index, resource bibliography, and extensive development of lessons and activities to supplement the unit. Drawings also supplement curriculum materials. Appendices provide additional background material, including readings on folklore, the traditional extended family, traditional social mores and responsibilities, religion, social classes, and symbols of royalty. An index to references concludes the guide. (LP)

ED 238 854 SP 023 498

Easterly, Jean L.

Perceptions of Outstanding Elementary Teachers About Themselves and Their Profession. Research Studies in Education. Technical Report No. 1.

Oakland Univ., Rochester, MI. School of Human and Educational Services.

PUB DATE- Oct 83

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Career Choice; *Classroom Techniques; Discipline; Elementary Education; *Elementary School Teachers; Job Satisfaction Personality Traits; Professional Recognition; *Self Concept; Stress Variables; Student Teacher Relationship; Teacher Attitudes; *Teache Characteristics; *Teacher Effectiveness; Teaching Experience; Vocational Maturity

IDENTIFIERS- *Outstanding Teachers

Outstanding elementary school teachers (N=24) were interviewed about their attitudes, values, and perceptions of themselves and their work. Question topics were: (1) influences on the decision to become a teacher; (2) student teaching experience; (3) special pride in incidents or events; (4) effective teaching approaches or techniques; (5) teacher's role in maintaining discipline; (6) personal assessment of strengths and weaknesses; (7) perception of students' opinion on self (teacher being interviewed); (8) balance between personal and professional life; (9) leisure activities; (10) stressful situations; (11) dealing with stress; (12) support from family and colleagues; (13) sense of being appreciated by others; (14) desirable traits in school administrators; (15) characteristics of the ideal school; (16) validity of career choice; (17) characteristics of outstanding teachers; and (18) how to make teaching a more highly respected profession. Selected responses are presented in narrative form with illustrative quotations. Appendixes include the interview questionnaire, criteria for identifying outstanding teachers, and profile information. Characteristics of outstanding teachers and administrators are listed. (JD)

ED 238 494 JC 840 023

Carbone, Gilbert J.
Early Retirement of Washington Community College Employees: A Study of the Statutory Early Retirement Program of May-December, 1982.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrators; *College Faculty; *Community Colleges *Early Retirement; *Educational Finance; Reduction in Force; *Retirement; *School Personnel; Teacher Retirement; Two Year Colle
IDENTIFIERS- *Washington

Between April 29 and December 31, 1982, 244 community college employees in Washington retired. Of that group, 85 exercised an option to retire under a special early retirement program enacted b the 1982 state legislature. The net effect of the early retirement program was a 53.4% increase in the number of retirements over the number that might have otherwise been expected. This increase affected the community college system in the following ways: (1) a 1-year net savings of $821,226 was realized, due primarily to a relatively high incidence of positions eliminated in the early retirement group when compared to the group that retired under the regular program; (2) of the 85 early retirees, 47.1% were classifie staff, 43.5% were faculty members, and 9.4% were administrative staff; (3) of the 159 employees retiring under normal eligibility criteria, 45.9% were faculty members, 37.7% were classified staff, and 16.3% were administrators; and (4) compared to the regular retirement group, the early retirement group had significantly fewe full-time and more part-time replacements. The early retirement program, occurring during a period of budget reductions, undoubtedl softened the impact of budget cuts by eliminating the need to pursu reduction-in-force actions on some campuses. Unfortunately, the savings from early retirements offset only about 2% of the budget reductions. (Author/LAL)

of each country's project and a list of program participants. (RH)

ED 238 537 PS 013 937

Vosburgh, Miriam Gilson
The New Zealand Family and Social Change: A Trend Analysis.
Occasional Papers in Sociology and Social Welfare No. 1.
Victoria Univ. of Wellington (New Zealand).
PUB DATE- 78
LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Birth Rate; Comparative Analysis; *Death; *Divorce; Employment Level; *Family Characteristics; Foreign Countries; *Marriage; Questionnaires; *Social Change; Surveys; Trend Analysis
IDENTIFIERS- Australia; Birth Spacing; Birth Timing; *Family Size; Great Britain; *New Zealand; United States

Long term trends in non-Maori family formation, growth, and dissolution in New Zealand were investigated with data mainly derived from the statistical reports of government departments. Sources included census reports; vital, justice, medical, and migration statistics; life tables; and official yearbooks. To augment official statistical data, an interview survey was carried out in 1967. This survey was designed to collect information on the family formation patterns of various social subgroupings. Occupational status and fertility level were chosen as bases for differentiating subgroupings. After an introductory chapter describing the study, its setting, and the data and methods used, chapter 2 describes and analyzes trends in marriage patterns. Chapters 3 through 5 focus on aspects of family size, including a description of differential trends within population subgroupings and a comparison of differentials in the United States, Great Britain, and Australia. Chapter 6 provides information about birth timing, birth spacing, and household units. Divorce and mortality trends are described in chapter 7. The concluding chapter describes changes in family structure and discusses social and demographic influences on family formation patterns. Appended are survey questions, coding guidelines, and technical notes on statistical calculations. (RH)

ED 238 586 PS 014 087

Derrick, Sara M.

Cognitive Performance among Head Start Children from Three Family Types.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; *Cognitive Ability; *Family Structure; *Fatherless Family; Individual Characteristics; Mothers; *Preschool Children; Preschool Education; *Unwed Mothers
IDENTIFIERS- *Father Present Family; *Project Head Start

The intent of this study was to investigate cognitive performance among Head Start children and to draw implications from such performance to increase understanding of the educational needs of Head Start children from families headed by unwed-mothers. Specific questions addressed whether cognitive performance among Head Start children differed on the basis of (1) three family types (those characterized by unwed-mother, father-absent, and father-present family structures) or (2) mother's age at time of subject's birth. Five measures of cognitive performance were used: mental age, general comprehension, vocabulary and verbal fluency, judgment and reasoning, and knowledge of prepositions. Data were obtained from 117 children attending one Head Start program in northwest Ohio. Multivariate analysis of variance revealed no significant difference in cognitive performance due to family structures or sex of children. Children from families characterized as unwed-mother tended to have lower scores on four measures than did children from the other two family types. Scores on all measures were accelerated with increases in chronological age. (Results are discussed in terms of congruence with other research, and the need for longitudinal data is emphasized.) (Author/RH)

ED 238 629 RC 014 498

Griffin, William H.

Is the World Any Different Because You Were There?

University of West Florida, Pensacola. Educational Research and Development Center.

PUB DATE- Jan 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) [141

DESCRIPTIONS- American Indians; *Conservation (Environment); Conservation Education; Dropouts; *Federal Programs; Females; Job Training; Labor Utilization; Males; Natural Resources; Outdoor Education; Postsecondary Education; Reading Improvement; Relevance (Education); Resident Camp Programs; *State Programs; Unemployment United States History; Work Environment; *Youth Employment; *Youth Programs

IDENTIFIERS- California; *Civilian Conservation Corps; Ohio

The 1933-42 Civilian Conservation Corps (CCC) continues to genera interest, indicated by efforts to create a new national program an by successful state programs in California and Ohio. The CCC initially inducted unemployed, unmarried men, aged 18-25, later inducted older men and Native Americans. CCC requirements included vocational education to improve employability after CCC service. Th California Conservation Corps (CalCC) was established in 1976 to do conservation work and provide employment and training opportunities for California men and women, aged 18-23. CalCC (motto: "Hard work, low pay, miserable conditions") requires strenuous work on conservation projects and a 1-year educational regime in a residential camp, including reading classes, other academic subjects, vocational training, job-seeking skills, safety/health education, crafts, and recreation. CalCC has a favorable cost/benefit ratio and promotes attitude change, educational benefits, and work experience. The Ohio Division of Civilian Conservation (ODCC), primarily a non-residential work program, beg in 1978 to provide employment, marketable skills, experience, and work habits for Ohio men and women, aged 16-23, and to accomplish conservation work. ODCC works largely for the Ohio Department of Natural Resources, is less regimented than other programs, and mak less effort to help corpsmembers find employment, but does state work in a cost-effective manner. (MH)

ED 238 672 SE 041 756

Tilling, Robert I.
Volcanoes.
Geological Survey (Dept. of Interior), Reston, Va.
PUB DATE- 82
AVAILABLE FROM- U.S. Geological Survey/Branch of Distribution, 604 South Pickett Street, Alexandria, VA 22304 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Geophysics; Instructional Materials; Physical Environment; Scientific Research
IDENTIFIERS- PF Project; *Volcanoes

One of a series of general interest publications on science topics, this booklet provides a non-technical introduction to the subject of volcanoes. Separate sections examine the nature and workings of volcanoes, types of volcanoes, volcanic geological structures such as plugs and maars, types of eruptions, volcanic-related activity such as geysers and hot springs, world volcanic regions, plate tectonics theory, extraterrestrial volcanic activity, techniques of research and monitoring, and the human and economic repercussions of volcanic eruptions. The text is accompanied by numerous photographs illustrating the various types of volcanic activity and diagrams clarifying internal processes involved in volcano formation and eruption. (Ir)

ED 238 689 SE 043 664

Duong, Pham Cao
English-Vietnamese Scientific Terminology for High School and Junior College Students. Book 1: Mathematics = Danh Tu Khoa Hoc Anh Viet Danh Cho Hoc Sinh Trung Hoc Va Sinh Vien Dai Hoc So Cap. Quyen 1: Toan Hoc. Revised Edition.
Bay Area Bilingual Education League, Berkeley, Calif.
SPONS. AGENCY- Berkeley Unified School District, Calif.
PUB DATE- Oct 76
LANGUAGE- English; Vietnamese

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *College Mathematics; Mathematics Education; *Secondar School Mathematics; Two Year Colleges; *Vietnamese; Vocabulary

Vietnamese students now enrolled in American high schools incur an extremely special need in English. After being taught subject matter disciplines in Vietnamese for many years, and while English is still a foreign language for them, these students are bound to go through two linguistic processes. First, while reading or sitting through lectures conducted in English, they mentally translate ideas into Vietnamese, then think in Vietnamese and reason the Vietnamese way to understand them. Second, when doing homework or trying to say something, they think first in Vietnamese before mentally translating their thoughts into English. To help overcome these and other obstacles, and in line with one of the important principles in bilingual education (to help create equal opportunities for students in the American educational system), an English-Vietnamese scientific terminology series has been produced. This document, the first in the series, presents an alphabetical list of mathematical terms in English with corresponding terms in Vietnamese. In the translation of the English terms into Vietnamese, existing Vietnamese equivalents were kept and words based on Sino-Vietnamese linguistic root or outright phonetic transcription were adopted. Although aimed primarily at average high school students, the document is suitable for college students. (JN)

ED 238 838 SP 023 441

Murphy, Patricia D.

Personal and Family Financial Planning and the Teacher Education

Program.

SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.; American Council of Life Insurance, Washington, D.C.

PUB DATE- Nov 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Consumer Economics; Consumer Education; *Family Financial Resources; Family Income; Higher Education; Home Economi Education; Long Range Planning; *Program Content; Teacher Educatio Curriculum; *Teacher Education Programs

The purpose of this study was to determine the extent to which personal and family financial planning (PFFP) is taught and/or included in the teacher education programs of institutions affiliated with the American Association of Colleges for Teacher Education. Information was sought on the reasons for offering PFFP, where it was located in the teacher education program, and how it was included. Of the 436 member institutions responding, 76 indicated that PFFP was part of the program. This report is limited to information provided by these institutions. Results are reported in clusters to give a picture of the way these institutions offer PFFP, and provide data on: (1) extent of inclusion of PFFP; (2) reasons for including PFFP; (3) location of PFFP in the program, an (4) PFFP as a separate course or unit within a course. A profile is drawn of programs that require PFFP. It is concluded that little PFFP is included in teacher preparation programs other than in home economics education, and that the majority of PFFP programs are offered in the state of Oregon. The second most likely location of PFFP in a teacher education program was in business education, followed by elementary education. The survey instrument and cover letter are appended. (JD)

ED 238 568 PS 014 047

Orr, Robert D.
Speech to National Forum on Excellence in Education (Indianapolis, Indiana, December 6, 1983).
Indiana State Office of the Governor, Indianapolis.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Improvement; *Elementary Secondary Education; *Federal Regulation; *Government Role; *Program Effectiveness
IDENTIFIERS- National Commission on Excellence in Education

Very brief welcoming remarks (1) assert that true educational improvement takes place in the classroom, (2) provide examples of productive and nonproductive educational initiatives, and (3) challenge the Secretary of Education to eliminate unnecessary federal government intrusion into schools. (RH)

DOCUMENT RESUME

ED 238 885 SP 023 710

State and Local Law Enforcement Training Needs in the United State
Volume II: Technical Report.
Federal Bureau of Investigation, Quantico, VA.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Demography; Employee Attitudes; Employee
Responsibility; Employer Attitudes; *Job Training; Law Enforcemen
*Needs Assessment; *Police; *Police Education; Postsecondary
Education; Self Evaluation (Groups); Work Attitudes

In response to a request by the United States Department of Justice, the Institutional Research and Development Unit, Training Division, of the Federal Bureau of Investigation, undertook a long-term comprehensive analysis of state and local law enforcemen training needs throughout the United States. A study was developed to: (1) determine the type and extent of any state and local law enforcement training needs as perceived within the context of thei individual organizational missions and environments; (2) identify any differences in the nature of the training needs at the various demographic levels of relevance; and (3) provide training needs information which would facilitate the design of any Federal Law Enforcement Training programs developed to meet state and local la enforcement agencies' needs. This document, a technical report of the study, includes an introduction, review of the literature, detailed discussion of methodology, report findings and conclusion a list of references, 13 tables, and 6 figures. Also included are appendices supplying survey materials, the follow-up letter, and rank order listing for 12 activities. (JMK)

DOCUMENT RESUME

ED 238 900 TM 830 811

Lockheed, Marlaine E.; And Others
An Empirical Study of Some Determinants of Microcomputer Literacy in High School Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Literacy; Computer Science Education; High Schools; Pretests Posttests; Secondary School Mathematics; *Sex Differences; Student Attitudes; *Student Characteristics; *Surveys; *Time Factors (Learning); Videotape Recordings
IDENTIFIERS- Hands On Experience

This paper analyzes some determinants of gain in computer literacy by over 300 high school students who were concurrently enrolled in a required 28-hour computer literacy course that substituted for every sixth mathematics class day throughout the year. Since several hundred students were enrolled in the course and there were only 11 Apple microcomputers in the Computer Center, it was not possible to assign homework requiring the use of a computer. Most students used the center to play games, although some went beyond classwork. Pretest and posttests determined computer literacy, experience, and attitudes toward computers. Gender, grade, mathematics course type and mathematics section type were all found to be related to gain: males, younger students, students in sophomore and junior college preparatory mathematics, and students in advanced sections of mathematics courses gained relatively more than females, older students, and students enrolled in other mathematics courses or section levels. Access to and experience with computers were generally unrelated to gain in computer literacy. Exceptions to this were that asking the teacher for help was a determinant of gain for female students, and access to a computer outside of school was a determinant of gain for ninth and tenth grade female subjects. (PN)

DOCUMENT RESUME

ED 238 916 TM 840 006

Boruch, Robert F.; Wortman, Paul M.
Project on Secondary Analysis, 1979-82. Final Report. Report No. A-95.
Northwestern Univ., Evanston, Ill. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- NIE-G-79-0128
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Data Analysis; *Data Collection; Evaluation Methods; Evaluation Utilization; Policy Formation; *Program Evaluation; *Research Methodology; Research Utilization; Surveys
IDENTIFIERS- *Secondary Analysis

The Project on Secondary Analysis directed its attention to methodology and policy issues, focusing on reanalysis of existing data (1979-82)--surveys, program evaluations, etc.--as a vehicle for learning how to improve methods of obtaining and analyzing data, designing program evaluations, and constructing policy to enhance the quality and utility of statistical data. This document contains: (1) an executive summary, (2) an introduction, (3) a summary of project products and their uses, (4) the third year report and abstracts (1981-82), (5) the second year report and abstracts (1980-81), (6) a reference list of journal articles and books, and (7) appendices including reprints of illustrative articles. (PN)

DOCUMENT RESUME

ED 238 932 TM 840 034

Synk, David J.
The Effect of Sex on General Aptitude Test Battery Validity and Test Scores.
PUB DATE- 29 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Tests; Measurement Techniques; Meta Analysis; *Scores; *Sex Differences; Test Bias; Testing Problems; *Test Validity
IDENTIFIERS- *General Aptitude Test Battery

This study used meta-analysis research techniques to determine if there are differences in General Aptitude Test Battery (GATB) validities and test scores between males and females. The sample consisted of 26,111 subjects from 122 Specific Aptitude Test Battery (SATB) validation or revalidation studies analyzed since 1972. Four approaches were used to analyze the differences in validities between males and females. The first approach used the chi-square. Neither the cumulative chi-square nor the number of significant chi-squares showed significant differences between males and females. The second approach compared average differences in validities weighted by sample size. The average difference was .029 correlation points. The third approach compared average validities weighted by sample size. The largest difference was .05 correlation points. The fourth approach compared job family validities and showed no significant differences. The overall conclusion of this study is that there are no meaningful differences in GATB validities between males and females. Mean score differences were also analyzed. Males scored significantly higher on General Learning Ability, Numerical Aptitude, and Spatial Aptitude. Females scored significantly higher on Form Perception, Clerical Perception, Motor Coordination, and Finger Dexterity. There were no significant differences on Verbal Aptitude and Manual Dexterity. (Author)

DOCUMENT RESUME

ED 238 948 TM 840 060

Kaiser, Javaid
The Effectiveness of Hot-deck Procedures in Small Samples.
PUB DATE- 17 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- Correlation; *Estimation (Mathematics); Matrices; Multivariate Analysis; Simulation; *Statistical Data
IDENTIFIERS- Data Sets; *Hot Deck Procedures; *Missing Data; Robustness

A simulation study was conducted to identify the best hot-deck variation to impute missing values. The three variations included in the study were the hot-deck random, the hot-deck sequential, and the hot-deck distance. The properties of these methods were investigated under three levels of the proportion of incomplete records and four levels representing the number of missing values in a record. The sample size and the covariance in the samples generated remained constant throughout the study. Each cell of the design matrix was replicated 500 times. The three hot-deck variations were found unbiased estimators of population means. Compared to two other variations, the hot-deck distance method performed better in retaining the population covariance structure in imputed samples. In terms of the quality of missing value estimates, the hot-deck distance seemed better than the hot-deck sequential and the hot-deck random methods. The results of this study were found useful in choosing the appropriate hot-deck variation for imputation. (Author)

DOCUMENT RESUME

ED 238 963 UD 023 089

ESEA Title I Secondary Program. Interim Report, 1981.
Educational Planning and Research, Boston, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Hearing Impairments; High Schools; Inservice Education; *Language Arts; Middle Schools; Parent Participation; Pilot Projects; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; *Remedial Programs
IDENTIFIERS- Massachusetts (Boston)

In this interim report, Boston's Title I Secondary Reading/Language Arts and Math Programs for 1980-81 (involving a number of pilot projects) are evaluated. Most participants were satisfied with the administration and supervision of the programs, although middle school principals wanted to see more monitoring and evaluation of Title I personnel. Scheduling was a problem at most schools, and more input from teachers and principals in the student selection process was requested at the middle schools. A sizeable minority of high school Title I teachers wanted the test instrument changed. Staff were generally satisfied with the amount of instruction time and the curriculum. A substantial minority of high school classroom and Title I teachers were dissatisfied with coordination between Title I and the regular program. Materials were rated as excellent at the middle school level and sometimes inappropriate at the high school level. Suggestions for changes in workshops were made, although they were generally regarded as useful. Communication was not altogether satisfactory, with parent communication receiving the lowest ratings. Subjective judgments by middle school staff rated gains in reading and math as the highest. At the high school level, Title I teachers saw more improvement than classroom teachers and Title I paraprofessionals did. Students rated the programs very positively. Although community liaison aides were very active, attendance at Parent Advisory Council meetings was low as was parental involvement overall. (CMG)

DOCUMENT RESUME

ED 238 978 UD 023 243

Pugh, Wesley C.
In Search of Relevant Information on Urban School Desegregation/Pairing: A Dilemma Facing Public Education.
Philadelphia School District, Pa.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Research; Elementary Secondary Education; *Information Retrieval; Information Sources; Models; *Research Problems; *School Desegregation; *Urban Schools

Presented in this article is a synthesis of the strategy and process used to maximize the reliability of findings about desegregation, and to exhaust all probable resources germane to such research. The paradigm used focuses on a three-phase research strategy encompassing literature review (Phase I); an ERIC search of "Current Index to Journals in Education" and "Resources in Education" (Phase II); and active investigation (Phase III). A preliminary analysis of the content of the literature on school desegregation (with particular emphasis on pairing) is offered, and the dilemma facing public school researchers and evaluators who wish to publish timely and practical findings is discussed. (Author/CMG)

DOCUMENT RESUME

ED 238 993 UD 023 282

Mirabito, Mary; Frisckholz, Edward J.
The Bilingual Program in Auxiliary Services for High Schools, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 83
GRANT- G00-780-4273
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adult Education; *Bilingual Education Programs; Chinese Americans; Curriculum Development; English (Second Language); Greek Americans; Haitians; High School Equivalency Programs; Hispanic Americans; *Individualized Instruction; Italian Americans; Limited English Speaking; *Nontraditional Education; *Out of School Youth; Parent Participation; *Program Effectiveness; Program Evaluation; Services; Staff Development
IDENTIFIERS- New York City Board of Education

In 1981-82, the bilingual program of New York City's Auxilliary Services for High Schools served 1335 out-of-school youth (mostly between the ages of 16-22) from Spanish, Chinese, Greek, Italian, and Haitian backgrounds. The program provided educational and support services to a variety of students including actual or potential droupouts, older persons who return to school to improve literacy skills and/or continue a formal education, students whose work and/or family responsibilities prevent participation in a traditional setting, and recent immigrants who are too old to complete the requirements of a regular high school program. Special features of the program are individualized, self-paced instruction, counseling (educational, vocational, and personal), placement services, and day and evening bilingual and English-as-a-second-language classes. Analysis of qualitative and quantitative data reveals that, in the main, the 1981-82 program successfully accomplished its major goals. First, it enabled students to prepare for the high school equivalency exam, improve their English language skills, and explore academic and vocational options. Service delivery was improved by staff development and training efforts, and materials and curriculum development projects were successfully undertaken. Finally, efforts to involve parents and the community in the program were successful. Materials and resources used for this program appear in appendices to this report. (CMG)

ED 238 886 SP 023 712

Franks, C. E. S.; Macintosh, Donald
Government and Sport Transformation in Canada.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Athletes; *Athletics; Commercial Television; Foreign Countries; *Government Role; International Relations; *Participant Satisfaction; *Recognition (Achievement); *Sociocultural Patterns
IDENTIFIERS- Canada; Ice Hockey; Olympic Games

The increasing commercialism and professionalism of sport through the medium of television has had an impact upon the policy of the Canadian government toward sport. Facing pressure from separatist movements within the country, the government has made athletics a keystone in the drive for national unity. The cultural significance of sport and the need to place priority on the pursuit of international excellence has been emphasized. While amateur participation continues to be encouraged, programs receiving government support focus primarily on competitive elite sport, particularly hockey. Grants-in-aid are given to promising young athletes with Olympic potential to the detriment of programs directed toward fitness and recreation for the average athlete. The prevalent form of professional and elite amateur sport poses a threat to mass participatory sport programs and may possibly permeate youth sport programs to the extent that intrinsic outcomes of participation will no longer hold any attraction or value. For the young person who cannot perform at a level where the extrinsic rewards are forthcoming, the alternative may be dropping out of competitive sport programs. (JD)

ED 238 901 TM 830 841

Kleban, Morton H.
A Critique of the Standard Method of Interpreting Factor Analysis.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Correlation; *Factor Analysis; *Factor Structure; Multidimensional Scaling; *Regression (Statistics); Research Problems; *Statistical Studies; Test Interpretation
IDENTIFIERS- *Stepwise Regression

The paper is a critique of the traditional mode of interpreting factor analyses; it is not a criticism of factor analysis per se. Instead, the author proposes a statistical procedure based upon stepwise regression (SRP). The traditional mode focuses on the largest factor loadings (FL). A factor is both described and named by these heavily weighted variables. This method is based on a covert assumption that a factor has a sufficient degree of internal-consistency which is housed in the highly loaded variables. The assumption needs to be tested in every factor. By its very nature, the SRP tests that assumption. Within the SRP, correlations of factor scores with the variables produce the FL's (step 0). At the other end, the multiple regression of all the variables produces a column of unique variance factor-coefficients. The intervening SRP steps provide descriptions of the factors. FL's can enter into many types of configurations. Some examples of the complexity are presented in the paper. A factor is usually composed of several sources of unique and common variances. The traditional method irons out this complexity into a fictitious "oneness." The SRP presents the factor in terms of its independent configurations. (Author)

ED 238 917 TM 840 007

On Evaluation Policy in the United States and Israel. Report No. A-112.
Northwestern Univ., Evanston, Ill. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Mar 81
CONTRACT- 300-79-0467
GRANT- NIE-G-79-0128
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Policy; *Evaluation; Evaluation Methods; Evaluation Utilization; Evaluators; Federal Programs; *Foreign Countries; Guidelines; *International Educational Exchange; Standards; State Programs
IDENTIFIERS- *Israel

This paper has two aims, each bearing on recent developments in evaluation policy. The first is to summarize a report presented in 1980 to the United States Congress and Department of Education, concerning evaluation policy and practices at the national, state, and local levels of government. The second aim is to link some of the United States recommendations to ideas presented at the Israel-United States seminar on education evaluation, and in related papers by the seminar participants. The intent is (1) to outline similarities, differences, and analogs between the two perspectives in order to learn how the Israeli experience can be adapted by the United States, and vice versa; and (2) to examine how the problems evidenced in the arena of evaluation are not confined by national borders, ethnic origin, or history. (PN)

ED 238 933 TM 840 035

McArthur, David L.; Choppin, Bruce H.
Evaluating Diagnostic Hypotheses.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adaptive Testing; Computer Assisted Testing; *Diagnostic Tests; *Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; *Medicine; Models; Performance Factors; Testing

This paper examines the history of approaches to diagnosis in education and in medicine--a profession with concentrated attention to the conceptual and mathematical underpinnings of diagnosis. Presented is a comprehensive model of diagnostic testing in education and a summary of the results of four studies, one from each of four separate heuristics developed within the model. The paper concludes with a discussion of the advantages, disadvantages, and possible productive directions for educational diagnosis, particularly in the realm of individualized adaptive diagnostic testing administered by computer. A report "Some Strategies for Constructing and Validating Diagnostic Hypotheses" is appended. (PN)

ED 238 949 TM 840 066

Stratford, Brian; Metcalfe, John Alban
Development of Size Judgement Ability among Down Syndrome and Normal Children.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Measurement; *Downs Syndrome; Elementary Secondary Education; *Intelligence Quotient; Intelligence Tests; Perception Tests; *Performance Factors; Predictor Variables; Short Term Memory; *Test Format; Testing Problems; *Time

Many tests which attempt to produce intelligence quotient or mental age scores for children rely on time taken to complete the task for a valid result to be obtained. A number of tests were carried out with both Down's Syndrome and normal children (128 Down's Syndrome; 162 normal) in order to determine (1) relative abilities to complete the tasks according to chronological age and mental age (2) time taken to complete the tasks. The results indicate that there is no relationship in cognitive and perceptual tasks between ability and time taken in Down's Syndrome children, though in normal children there is a clear relationship. It is therefore suggested that time is not a dimension which can be usefully employed in determining intellectual levels of Down's Syndrome children. It is further suggested that the reasons might be more related to personality and temperamental differences than cognitive and perceptual abilities. (Author)

ED 238 964 UD 023 090

ESEA Title I Secondary Reading/Math Programs. Final Report, 1981.
Vazquez-Nuttall Associates, Inc., Newton, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Hearing Impairments; High Schools; Inservice Education; *Language Arts; Middle Schools; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Remedial Programs; *Remedial Reading
IDENTIFIERS- Massachusetts (Boston)

In this final evaluation report, Boston's Title I Secondary Reading/ Language Arts and Math Programs for 1980-81 are discussed. In both the middle schools and high schools, students on the average met or exceeded standardized test gains at most grade levels for reading /language arts. They did not meet expectations on mastery of performance objectives at any level. Public school students showed greater gains in almost all test areas, although parochial school students began with higher pre-test scores. In the high school math program, students made striking gains, although the small numbers tested made the results statistically unreliable. In the high school Jackson-Mann program for the hearing impaired, students did not make expected gains on the standardized tests and did not meet expectations on mastery of performance objectives. For the Title I program as a whole, administration, supervision, instructional time, and curriculum were generally regarded as satisfactory, although coordination between Title I and regular programs was a problem for a substantial minority of Title I and regular teachers. Changes in the selection and scheduling process were seen as necessary by some. Communication was not altogether satisfactory, especially communication with parents. On the whole, inservice workshops were seen as useful, although some suggestions for change were made. Middle school materials were rated as excellent, and high school materials as sometimes inappropriate. Parental involvement and attendance at Parent Advisory Council meetings was low for all grade levels. (CMG)

ED 238 979 UD 023 245

Chapter I Handbook.
Pittsburgh Public Schools, Pa.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTIONS- *Compensatory Education; Counseling Services; *Educationally Disadvantaged; Elementary Secondary Education; Guidelines; Mathematics Instruction; *Program Evaluation; *Program Implementation; Remedial Reading; Social Services
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This handbook on Chapter 1 was developed for public school teachers in Pittsburgh, Pennsylvania. The first section deals with Chapter 1 regulations and guidelines for: identifying eligible schools and attendance areas; identifying and selecting eligible children; and the participation of nonpublic schools in the Chapter 1 program. The following section gives guidelines for implementation of the program and covers the areas of staff utilization, scheduling, parent notification, substitute service, recordkeeping, supplies, materials and equipment, monitoring, evaluation, and parent advisory councils (PAC's). The remainder of the handbook consists of separate sections giving an overview of and program objectives for the primary program in math for grades 2-8, and in reading for grades 2-8 and 9-12. Two support programs--social work and counseling--are also described. An appendix contains copies of a monitoring form and various PAC-related forms. (CMG)

ED 238 994 UD 023 283

Mirabito, Mary; And Others

Trilingual Education Learning Environment Program, 1981-1982. O.E.E. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE Apr 83
GRANT- G00-780-4190
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; *College School Cooperation; Elementary Secondary Education; English (Second Language); Graduate Study; Higher Education; Hispanic Americans; Inservice Teacher Education; Italian Americans; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Evaluation; *Staff Development; *Teacher Interns
IDENTIFIERS- New York City Board of Education

Evaluated here is New York City's Trilingual Education Learning Environment Program (TELE), which in 1981-82 served approximately 900 Hispanic and 300 Italian students with limited English proficiency from grades 2-9 while at the same time training more than 300 bilingual teacher interns. The focus of the instructional component was the development of basic skill competencies through instruction in the dominant language. English-as-a-second-language instruction was also given. Intern training combined staff development activities with courses in the master's program in bilingual education at the City College of New York. By the end of its final year, 1982, the TELE program, coupling college courses with on-site assistance and inservice workshops and encouraging a linkage between the practical and the theoretical in teacher training efforts, had established itself as a model for diversified teacher training. Moreover, students served by TELE-trained teachers appeared to have benefited, as demonstrated by analyses of test score data which showed that most students had made gains that were both educationally and statistically significant. Materials and resources used with the project appear in several appendices to this

report. (CMG)

ED 238 887 SP 023 713

Koeppe, Karen
Nutrition in Health. A Curriculum Guide. An Instructional Package for Grades K-6. Bulletin No. 4037.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Food and Nutrition Services.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Eating Habits; Elementary Education; Elementary School Curriculum; *Elementary School Students; *Health Education; Interdisciplinary Approach; Lesson Plans; *Nutrition; *Nutrition Instruction; *Physical Health
IDENTIFIERS- Nutrition Education and Training Program

Nutrition has always been an important subset of health education, and this instructional package is designed to help teachers instruct students about nutrition and health at the same time. The major emphasis of this package is to provide elementary school students with the knowledge needed to make informed food choices and thereby enable them to become responsible for their personal nutritional health. Nutrition concepts classified according to four major health content areas (mental health, physical health, safety, and community health) are identifed in the individual lesson plans included in this package. The teaching package begins with a section on "The Big Picture" that provides an overview of the major concepts and generalizations of nutrition in health. The first section is followed by seven sections, divided by grade level, of detailed lesson plans for K-6 teachers to use with their students. Appendices of additional resources are also included. (JMK)

ED 238 902 TM 830 849

Morse, Linda W.; Handley, Herbert M.
Relationship of Significant Others, Parental and Teacher Influences to the Development of Self Concept, Science Attitudes and Achievement among Adolescent Girls. Final Report.
Mississippi State Univ., Mississippi State, Bureau of Educational Research.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 82
GRANT- NIE-G-79-0159
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Adolescents; *Females; Junior High Schools; Mathematics Anxiety; Parent Child Relationship; *Sciences; *Self Concept; Sex Differences; *Significant Others; Social Development; Social Influences; *Student Attitudes; Student Teacher Relationship
IDENTIFIERS *Gender Identity; Test Batteries

This study was planned (1) to identify factors, both social and academic, associated with the gender-role and self-concept perceptions of seventh and eighth grade adolescent girls relative to their participation in science; and (2) to determine the relationship of these emerging concepts of self to the attitudes and achievement of these girls toward science. For purposes of contrast, these two sets of relationships were also studied for the male peer group of the same educational level. Self concept and perception of gender role identities, as related to science, were investigated as pivotal variables which either constrained or supported early adolescents' interests and achievement in science. In addition to the variables associated with general aptitude and achievement of the youth, the influences of significant others (e.g., supportive parent, teacher, peer) were considered as potential antecedents to their development of the self concept in science. Self concept and gender-role identities were then viewed in relation to the adolescents' achievement and attitudes in science. Subjects for the year 1979-1980, were 175 grade 7 students. The next year, subjects were 190 grade 8 science class students. A battery of 14 instruments was employed for collecting data relevant to student achievement, attitudes, aptitudes, and classroom interaction. (PN)

ED 238 918 TM 840 008

Jonas, Edward D., Jr.
Evaluation of Project ALERT (Atlantans Learning Employment Responsibilities Together) Summer Youth Employment Program. Report No. 17-10.
Atlanta Public Schcols, GA. Div. of Research, Evaluation, and Data Processing.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; *Career Education; *Cooperative Education
*Disadvantaged Youth; Interpersonal Communication; Mathematics Instruction; Pretests Posttests; Program Descriptions; *Program Evaluation; Student Employment; *Summer Programs
IDENTIFIERS- *Atlanta Public Schools GA; *Project ALERT; Summer Yout

Employment Program

Project ALERT was developed as an education for employment component of the Summer Youth Employment Program for the summer of 1983, and represents an effort designed to address several critical needs emanating from the high unemployment rate among economically disadvantaged young persons. Each of 200 participants spent two and one-half days per week engaged in education and career-planning activities, and two and one-half days per week engaged in work experience activities designed and implemented by the Atlanta Public School System in conjunction with the Atlanta Comprehensive Employment and Training Act (CETA) office. Students received instruction in the areas of communications, computations, and career planning; and were placed for 20 hours of work experience on public and nonprofit work sites located throughout the Atlanta community. All students successfully completing program requirements received 10 hours of academic credit. The 187 participants completing the program improved their scores on posttests of computation and communication. Career area posttest scores failed to improve, although more than 50 percent of the participants mastered each of the career objectives. Improvements in work-site supervisor ratings indicate that the project served to have a positive impact on pertinent work behaviors. (PN)

ED 238 934 TM 840 036

Burry, James
Federal Requirements Affecting Local Evaluation Use. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
GRANT- NIE-G-82-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Elementary Secondary Education; Evaluation; *Evaluatio Criteria; *Evaluation Methods; *Evaluation Utilization; Evaluators; *Federal Regulation; Performance Factors; Researchers; School Districts
IDENTIFIERS- *Use Factors

Use factors comprise those characteristics or elements present in evaluation settings that potentially affect use. This paper focuses on one such use factor, termed "written requirements for the evaluation." This factor includes the evaluation requirements accompanying federally-funded programs. Two questions are dealt with: how does this factor interact with other factors in evaluation, and is this interaction likely to have a positive or negative effect on use? What research has uncovered about the factors affecting local evaluation use is discussed, and the federal program evaluation requirements currently in effect are described. An ideal scenario is presented in which the factors have a high potential for stimulating local evaluation use. Finally, the impact of federal requirements or factors promoting evaluation use are discussed. (PN)

ED 238 950 TM 840 073

Cohen, Eli
Issues Confounding the Measurement of Teaching at CSUS.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Tests, Questionnaires, Evaluation Instruments (160)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Check Lists; *College Faculty; Evaluation Methods; *Evaluation Needs; *Faculty Evaluation; Faculty Promotion; Higher Education; Measurement Techniques; Research Methodology; *Student Evaluation of Teacher Performance; Teacher Improvement; Test Reliability; Test Validity
IDENTIFIERS- *Checklist Comprehensive Assess Instruct Scholar; *Evaluation Problems

This paper discusses issues which make it difficult to measure the teaching performance of college faculty. The issues discussed are those which could lead to ethical and legal problems should they be ignored--those issues which are sensitive because personnel decisions are made on the basis of evaluations. Simplistic methods, such as student ratings, are reliable enough for teaching refinement, but have neither the reliability nor validity for making personnel decisions. A method is described which offers resources to help instructors refine their teaching. The author recommends integrating curriculum development and evaluation so that evaluation is tied to curricular goals, and not left to just student opinions. A Checklist for Comprehensive Assessment of Instructional Scholarship is appended to allow for making personnel decisions on the basis of multiple sources of evidence. (Author/PN)

ED 238 965 UD 023 091

Elementary and Secondary Programs, ESEA Title I. Final Report, 1982.

Vazquez-Nuttall Associates, Inc., Newton, MA.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Gifted; Language Arts; Pilot Projects; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Remedial Programs; *Remedial Reading
IDENTIFIERS- Massachusetts (Boston)

Boston's 1981-82 Title I program, consisting of supplementary reading instruction in the elementary grades and reading and language arts at the middle and secondary levels, is evaluated in this report. In the elementary grades, the average pre-post test gain was well above the program success criterion. On the average, a greater percentage of parochial students than public or private school students accomplished the reading performance objectives. In the middle schools, the average pre-post gain was also well above the program success criterion. A greater proportion of parochial school and reading lab students than public school and regular Title I students accomplished the performance objectives. In the high schools, the average pre-post gain exceeded the target except in Grade 12 for language arts. Overall, more public than parochial school students accomplished the performance objectives. On the average, there appeared to be a relationship between attendance and pre-post gains at the elementary and high school levels. Reading scores declined for students in the Potentially Gifted Program (a Title I pilot program), although actual posttest scores were about the same as for the regular Title I comparison group. A much higher proportion of pilot program students were above the target criteria in reading performance objectives than were regular Title I students. (CMG)

ED 238 980 UD 023 247

Peer Support Training Workshop Notebook.

Educational Management and Evaluation Consultants, Inc., Moorestown, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.
PUB DATE- Feb 78
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; Decision Making; Elementary Secondary Education; Group Dynamics; Interpersonal Relationship; *Leadership Training; *Peer Groups; Problem Solving; *Racial Relations; School Desegregation; *Social Support Groups; *Students; *Workshops

The purpose of the peer support training workshop for which this notebook was produced was to develop peer leadership groups as a way of dealing with student problems connected with school desegregation. The first quarter of the notebook is divided into three sections. Section I gives an overview of workshop goals and development. The meaning and purpose of peer support is discussed in Section II. Section III gives details about the workshop schedule and gorupings. The major part of the notebook (Section IV) is devoted to instructions for workshop activities and materials for use in the workshops. The activities are divided into six major groups: (1) warm-ups (initial sharing and trust); (2) group process; (3) communications; (4) decisionmaking; (5) giving and receiving feedback; and (6) problem solving and action planning. (CMG)

ED 238 995 UD 023 284

Ukombozi, Amani na Uwezo ya

Integration: Dead Horse for the Race?

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Students; Cultural Education; *Desegregation Effects; Educational Improvement; *Educational Quality; Elementary Secondary Education; Equal Education; *Outcomes of Education; Racial Integration; *School Desegregation

The theoretical premises and social science research used to justify integration as a strategy for the improvement of the quality of education of black children are examined in this paper. Literature focusing on the results of integration/desegregation is also reviewed. It is concluded that many of the theoretical premises used to justify the integration model for achievement of quality education for black children are invalid, and that research does not justify a continued emphasis on integration as a viable approach to solving the educational problems of this group. Viable alternatives are suggested for the involvement, on a theoretical and applied level, of black social scientists in the education of black children. (Author/CMG)

ED 238 888 SP 023 714

Gans, Dian
Nutrition in Teenage Pregnancy. A Curriculum Guide.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Food and Nutrition Services.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adolescents; Behavioral Objectives; Drug Use; Eating Habits; Females; Health Education; Lesson Plans; Nutrition; *Nutrition Instruction; Parent Education; *Physical Health; *Pregnancy; *Pregnant Students; Secondary Education
IDENTIFIERS- *Infant Feeding; *Lactation; Nutrition Education and Training Program

This package of nutrition lessons was developed for teaching pregnant teenagers and teenaged parents enrolled in School-Aged Maternity (SAM) Programs in Wisconsin about nutrition. This guide provides a set of flexible lessons and resources for the SAM teacher (and for any person involved in teaching pregnant teenagers or teenaged parents) to introduce nutrition into the curriculum. The step-by-step format of activities can eliminate much of the time usually spent planning entire units or lessons. The guide consists of 14 complete lesson plans. Lesson "0" offers the teacher an opportunity to guage which of the other lessons would be most appropriate for a particular class. The remaining lessons are divided among three sections: (1) nutrition in teenaged pregnancy; (2) nutrition during lactation and infant feeding; and (3) nutrition for non-pregnant teenagers. Also included is an appendix listing various resources. (JMK)

ED 238 903 TM 830 851

Fillmore, Charles J.; Kay, Paul

Text Semantic Analysis of Reading Comprehension Tests. Final Report

California Univ., Berkeley. Inst. of Human Learning.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 83
GRANT- NIE-G-790121
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Technology; Elementary Secondary Education; Evaluation Methods; Interviews; Language; *Reading Comprehension; Reading Difficulties; *Reading Processes; Reading Research; *Readin Tests; Research Problems; *Semantics; *Standardized Tests
IDENTIFIERS- *Berkeley Reading Tests Project; *Textual Analysis

The Berkeley Reading Tests Project has selected as its principal object of study standardized tests of reading comprehension. The interest is in the assessment of such tests, with respect to their performance as measures of the reading comprehension abilities of school children. A serious study of the assessment of reading comprehension requires an understanding of the process of reading comprehension itself, and such an understanding requires in turn an understanding of general language interpreting abilities. This study is aimed at (1) the practical goal of evaluating and improving the existing technology for assessing reading comprehension in American schools; (2) the goal of increasing the knowledge of the reading process itself, and thus perhaps contributing to the improvement of the reading curriculum; and (3) the scientific goal of understanding language as a peculiarly human ability. (PN)

ED 238 919 TM 840 009

Shively, Joe E.
Needs Assessment Project: FY83 Reverification Study.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 83
CONTRACT- 400-83-0001-P-6
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Attitudes; *Educational Needs; Elementary Secondary Education; Evaluation Methods; *Needs Assessment; Questionnaires; Rating Scales; Regional Programs; State Programs; Superintendents; Tables (Data); *Validity
IDENTIFIERS- Alabama; Kentucky; Multistate Surveys; *Needs Assessmen Project (AEL); Ohio; Pennsylvania; Tennessee; Virginia; West Virgini

As part of a continuing assessment of educational needs in a seven-state region, researchers conducted a reverification study to check the validity of educational needs first identified in fiscal year (FY) 1980. The seven states are Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. The original FY80 Needs Assessment (NA) project and the FY81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process, and the FY82 verification study focused on just one of the groups: teachers. The FY83 reverification study also focused on one of the groups: local superintendents. The names and addresses of 20 superintendents from nonurban areas for each state (except Tennessee) were supplied. These participants received the needs statements in typical rating scale format (identical to FY81 and 82 procedures) and were asked to validate only the need statements generated at the conference in their state of residence. Analysis of the results using rank correlation indicates some variation but no extreme shifts in needs. The appendices contain copies of reverifier recruitment letters, information and instructions for reverifiers, the rating instruments, and a list of reverifier names and addresses. (PN)

ED 2[illegible]6 935 TM 840 037

Herman, Joan; Webb, Noreen
Item Structures for Diagnostic Testing. Methodology Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Diagnostic Tests; *Educational Improvement; Elementar
Secondary Education; *Evaluation Methods; Language Arts; Models;
School Districts; Sciences; *Student Problems; *Test Construction;
Test Items; Test Results; Test Use

This paper describes a four-step approach to constructing a diagnostic test that provides precise but practical information on students' problems and needs for additional instruction or remediation. The approach is based on analyzing the structure of the domain to determine which skills within the domain need to be assessed to diagnose students' problems. The four steps include: (1) identifying the factors that describe the curricular domain, (2) constructing a test with items representing all possible combinations of content and cognitive factors, (3) determining which factors and interactions among them produced variations in students' scores using generalizability theory, and (4) determining the minimum number of items needed to obtain a generalizable measure of each skill in the diagnostic profile. This paper contains three studies: "Optimizing the Diagnostic Power of Tests: An Illustration from Language Arts," by Noreen Webb, Joan Herman, and Beverly Cabello; "Diagnosing Student Errors: An Example from Science," by Steve Shaha; and, "Task Structure Design: Beyond Linkage," by Eva Baker and Joan Herman. Two of these studies explicity address problems related to the design of diagnostic tests; the third considers a conceptual model for integrating testing and instruction. (PN)

UD

ED 238 951 UD 023 077

Evaluation of the Title I Program: Elementary Reading and Math Program; Middle School Reading Program; NIE Demonstration Project; Health Education Program. Final Evaluation Report, 1976-77.

Heuristics, Inc., Dedham, Mass.

SPONS. AGENCY- Boston Public Schools, Mass.

PUB DATE- 77

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Demonstration Programs; Educationally Disadvantaged; Elementary Schools; Elementary Secondary Education; *Health Education; Middle Schools; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; *Remedial Reading

IDENTIFIERS- Massachusetts (Boston)

This report presents the summative evaluation of four components o Boston's Title I project (1976-77). Areas in which three of the programs, the Elementary Reading and Math Program, the Middle School Reading Program, and the National Institute of Education (NIE) Demonstration Project (reading), were particularly successful were administration and supervision, early program initiation, student selection and evaluation, and the perceived value of the program among staff and parents. Common problems were communication between regular and Title I teachers, and parental communication and involvement. The Elementary program had positive outcomes both in reading and math, although results were less consistent in the former. The Middle School Program produced larger gains than projected. The NIE project also resulted in significant gains. The Fourth component, the Health Education Program, charged with providing supplementary health services, faced a number of problems, including lack of response from high priority schools, lack of cooperation from some school nurses, the inability to implement a parental training program, and concern about the possibly conflicting roles of school nurse and health team. Successes included increased numbers of referrals, excellent working relationships with some nurses, a large number and variety of services provided, and increased clarity of the role of the program among school personnel. Appended to this report are data on and statistical analyses of test scores. (CMG)

ED 238 966 UD 023 092

ESEA Title I Program. Interim Report, 1982.
Vazquez-Nuttall Associates, Inc., Newton, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Financial Problems; *Needs Assessment; *Program Effectiveness; Program Evaluation; *Remedial Programs; School Policy
IDENTIFIERS- *Cutback Management; Massachusetts (Boston)

This interim process evaluation report focuses on the impact of funding cuts on Boston's 1981-82 Title I program, possible areas for further cutbacks, and several policy issues. Results of questionnaires completed by administrators, teachers, and paraprofessionals as well as interviews and classroom observations were all used in the evaluation. Overall, individualized instruction was seen as the program's greatest strength. Staff development needs included more materials for English-as-a-second-language students and students with low motivation, and improved classroom management techniques. Despite cutbacks, morale was quite high, the reduction of clerical aides was felt as a minor burden, and the reduction of paraprofessionals did not affect the program a great deal. The area that was seen as most able to afford further cutbacks was materials and supplies. Personnel cutbacks viewed as suitable were in the number of community liaison aides, central administrators, and secondary paraprofessionals. Regarding possible grade cuts, the consensus was that Grades 4-7 were crucial. Reading labs were regarded as more cost effective than regular Title I classes but less professionally enjoyable. As for policy issues, more than half the principals felt that continued parental involvement was important. The majority of respondents in elementary schools wanted to retain the pull-out instructional model, while a substantial minority at the secondary level would prefer that Title I be offered as regularly scheduled instruction. Personnel in schools overwhelmingly preferred that different readers should be used in the Title I and the regular program. Fifty-four percent of Title I teachers reported that they were already certified in reading, and 14 percent were working toward certification. (CMG)

ED 238 981 UD 023 248

Butterfield, Paul H.
Read, Educate and Develop--The READ Project in South Africa.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Education; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *School Business Relationship; *School Libraries; *Voluntary Agencies
IDENTIFIERS- *Project READ; *South Africa

In the wake of the 1976 violence in Soweto, South Africa, the READ project was set up by a group of private citizens who were concerned that the government's commitment to an urgent and extensive improvement of black education would not extend to school libraries. Good libraries were seen as particularly important in black schools, because high pupil-teacher ratios and the inadequate qualifications of many teachers mean that students need the required resources for individual study. READ's objectives were to improve school leavers' academic results, equip students with techniques that would aid them in their future careers, and improve teaching techniques. To this end, the program in the high schools trains teacher-librarians, provides books and catalogs, and teaches reference techniques to students. The primary schools in the READ program are limited to portable box libraries because most of the financial support for READ from business and commerce goes to the secondary schools; by law, contributions to the secondary schools are tax deductible while those to the primary schools are not. The READ program has allied itself with an adopt-a-school program that aims to improve the community's quality of life by utilizing the good will of commerce, industry, and individuals who wish to raise the level of black education. Despite successes, the READ program faces problems such as the future policy of the government toward such organizations, and the difficulties that arise when voluntary organizations rely on private contributions. (CMG)

ED 238 996 UD 023 285

Hallinan, Maureen T.; Smith, Stevens S.
The Effects of Classroom Racial Composition on Students' Interracial Friendliness.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82

GRANT- G-81-0009
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Desegregation; *Desegregation Effects; Elementary Education; *Friendship; Longitudinal Studies; Peer Relationship; Racial Balance; *Racial Composition; *Racial Integration; *Racial Relations
IDENTIFIERS- *Cross Race Interaction

This study examines the effects of racial composition of a classroom on students' cross-race and same-race friendships. Two "theories" of interracial sociability are discussed. The first argues that interracial friendliness is affected primarily by the number of opportunities students have for cross-race interaction relative to same-race interaction. It predicts that students in the numerical minority are likely to make more cross-race friendship choices than those in the majority. The second claims that the racial minority is socially threatened by the majority and tends to isolate itself from the more dominant and powerful other race. These predictions are examined in a longitudinal data set on 473 elementary school students in 18 desegregated classes over a school year. The results provide strong support for the opportunity hypothesis and show little evidence that being in the minority diminishes interracial friendliness. (Author/CMG)

ED 238 889 SP 023 731

Earley, Penelope M.
A Summary of Twelve National Reports on Education and Their Implications for Teacher Education.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Responsibility; Curriculum Development; *Educational Finance; *Educational Needs; *Educational Quality; *Educational Trends; Elementary Secondary Education; Government Role; *Government School Relationship; Higher Education; Inservice Teacher Education; Merit Pay; Preservice Teacher Education; Problem Solving; *Schools of Education; Social Action; State Departments of Education; Student Needs
IDENTIFIERS- American Association of Colleges for Teacher Educ

Twelve national reports on the current state of education in the United States are summarized. Summaries include identification of the theme of the report; major recommendations; implications for schools, colleges, and departments of education; and government and institutional responsibilities in funding and administration. The following reports are included: (1) "Merit Pay Task Force Report"; (2) "A Nation at Risk"; (3) "Paideia Proposal 1982" and "Paideia Problems and Possibilities 1983"; (4) "Meeting the Need for Quality: Action in the South"; (5) "Action for Excellence"; (6) "Making the Grade"; (7) "High School"; (8) "Academic Preparation for College"; (9) "Educating Americans for the 21st Century"; (10) "Educational Reform: A Response from Educational Leaders"; (11) "A Place Called School"; and (12) "The Condition of Teaching: A State by State Analysis." (JD)

ED 238 904 TM 830 852

Hill, Clifford; Larsen, Eric
What Reading Tests Call For and What Children Do.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
GRANT- NIE-G-78-0095
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Grade 3; Grade 4; *Item Analysis; *Minority Group Children; Multiple Choice Tests; *Reading Comprehension; Reading Difficulties; *Reading Processes; Reading Research; *Reading Tests; Testing Problems; *Test Items
IDENTIFIERS- Gates MacGinitie Reading Tests

This study examines how third and fourth grade children work with representative sample of test items designed to measure reading comprehension. The developmental and ethnocultural problems that children experience (whether they are rooted in the passage, the tasks, or the entire item) are discussed. From a passage-based perspective, the items are presented according to the various kinds of incomplete narratives that the passages convey and the various kinds of shifts that the passages (expository as well as narrative) require readers to make. From a task-based perspective, ways of classifying the tasks are developed with particular attention to the functional demands that they make. This developed framework helps to examine more broadly the passage-based perspective. The passage/task configurations are delineated that are particularly troubling from developmental and ethnocultural perspectives. This presentation allows for a cumulative grounding of the theoretical points made, and the detailed exposition of 22 items (consisting of nearly 400 pages) demonstrates how much goes into reading what is an apparently simple passage. (PN)

ED 238 920 TM 840 010

Science and Mathematics Achievement in Illinois: A Perspective Based on Test Results.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Cultural Differences; Elementar
Secondary Education; Longitudinal Studies; *Mathematics Achievement
National Norms; *Sciences; Sex Differences; Standardized Tests;
State Norms; *State Programs; *Testing Programs
IDENTIFIERS- American College Testing Program; Decade Study Test;
High School and Beyond (NCES); *Illinois; Illinois Inventory of
Educational Progress; Scholastic Aptitude Test

This report summarizes information about student achievement, student opportunity to learn in science and mathematics, and student variables relating to that achievement for elementary and secondary students in the state of Illinois. Five tests were used for the basis of this report: The Illinois Inventory of Educational Progress, the American College Test (ACT), the Scholastic Aptitude Test (SAT), the High School and Beyond Test (HSB), and the Decade Study. The major findings indicate that (1) Illinois students' performance in high school science is essentially the same as the average performance nationally, (2) elementary school mathematics achievement in Illinois has risen significantly since 1976, (3) average mathematics scores for Illinois high school students are approximately the same as the national average on national tests, (4) state ACT scores in mathematics are lower than in 1972, (5) state SAT scores in mathematics remained stable throughout the 1970's, (6) Illinois high school level mathematics achievement is significantly lower that in 1970 on the Decade Study Test, (7) there are no significant differences between student performance in public and private high schools in the state on the ACT and HSB, and (8) male students score significantly higher than female students in mathematics and science in Illinois (the differences have decreased in mathematics and increased in natural science). (PN)

ED 238 936 TM 840 038

Dorr-Bremme, Donald W.
An Introduction to: Practical Fieldwork from an Ethnographic Perspective. Methodology Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Data Analysis; *Ethnography; *Field Studies; *Guidelines; Interviews; Observation; Research Methodology; *Social Science Research

A step-by-step primer is presented that introduces the reader to ethnography and its practical applications, then guides the reader through each stage of the ethnographic inquiry process (initial steps, observation, interviews, data analysis, leaving the site, and reporting the findings). The concrete guidelines and suggestions help the reader understand how to build a personal and/or organizational capability for doing practical fieldwork from an ethnographic perspective. (PN)

ED 238 952 UD 023 078

Evaluation of the Title I Program: ELementary Reading and Math Program; Middle School Reading Program; NIE Demonstration Project; Language Arts Program. Final Evaluation Report for Title I, 1977-1978.

Heuristics, Inc., Dedham, Mass.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Demonstration Programs; Educationally Disadvantaged; Elementary Schools; Elementary Secondary Education; *Language Arts; Middle Schools; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Remedial Programs; *Remedial Reading
IDENTIFIERS- Massachusetts (Boston)

Four components of Boston's Title I program (1977-78) are evaluated in this report: Elementary Reading and Math Program, Middle School Reading Program, the National Institute of Education (NIE) Demonstration Project (reading), and the Language Arts Program.

Problems common to all four programs were limited inservice training and limited communication with parents and parental involvement. In the Elementary Reading and Math and Middle School Reading programs, training, supervision, and accountability of Community Relations Department staff were issues of concern. In general, administration and supervision of the programs were satisfactory, as were morale, materials, student selection, use of teacher aides, and operation of reading labs. In the Elementary Reading and Math Program, gains in reading were mixed, with students in Grades 2,5, and 6 exceeding the projected criteria, students in Grade 3 not meeting them, and students in Grade 4 maintaining their standing. Gains in math were large at all grade levels, far exceeding projected criteria. Large gains were also made by students in the Middle School Reading Program, while gains in the NIE Project were mixed. In the Language Arts Program, large gains were made by participants at all grade levels. Appended to this report are data on testing and on pre-post test scores for all four components. (CMG)

ED 238 967 UD 023 093

Chapter I English as a Second Language Program. (Funding Source: ECIA 83-035-134, F330-910-0900.) Interim Evaluation Report, 1982-83.
Vazquez-Nuttall Associates, Inc., Newton, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; Elementary Secondary Education; *English (Second Language); *Ethnic Groups; *Limited English Speaking; *Program Effectiveness; Program Evaluation; *Remedial Programs
IDENTIFIERS- Massachusetts (Boston)

Boston's Chapter I English as a Second Language (ESL) Program is intended to provide intensified oral/aural instruction in English to students with limited-English-speaking ability who are lagging behind in regular bilingual classes. An ultimate goal of the program is to prepare students from a variety of linguistic backgrounds (including Spanish, Portugese, Haitian Creole, Laotian, Vietnamese, Indonesian, Thai, and Chinese) for mainstreaming. According to this report, the program provided an excellent opportunity for students to learn English and eased the transition from the bilingual to the regular classroom. Classroom teachers saw the following weaknesses in the ESL program: too many students, insufficient supplies, and insufficient instructional time. They saw the following strengths: extra English instruction, good preparation for other subjects, individualization, and oral language skills development. ESL teachers saw the program's weaknesses as lack of workshops, lack of a coordinator, and insufficient supplies. More than half of the ESL teachers regarded the materials as adequate. Principals, ESL teachers, and classroom teachers expressed different opinions about the sufficiency of coordination between regular classroom and ESL programs. More than one in three of the ESL teachers thought they were receiving adequate support from the Chapter I administration. (CMG)

ED 238 982 UD 023 250

Cardenas, Jose A.
High Technology and Equal Educational Opportunity. Parts I and II.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; Economically Disadvantaged; Elementary Secondary Education; *Equal Education; Federal Government; *Government Role; *Limited English Speaking; Minority Groups

Part I of this two-part article on technology (specifically, computers) and equal education points out three dangers which will increase the opportunity gap between the haves and the have-nots in the United States: (1) the replacement of educational equity by technology education as a national priority; (2) existing differences in educational opportunity being exacerbated by disparities between affluent and poor school districts and the impact of the disparities on the ability to acquire technology; and (3) the differences in personal resources between students from affluent homes and poverty homes and their personal ability to acquire technology in the home. Part II deals with Computer Assisted Instruction (CAI) for limited-English-speaking (LEP) populations who are commonly also minority, economically disadvantaged students. An analysis of microcomputer utilization in public schools reveals four categories of problems: (1) children in wealthier school districts have at least twice as much accessibility to computers as do children in poorer districts; (2) there is limited and inequitable participation by special populations (the limited-English-speaking, minorities, and the economically disadvantaged); (3) available software is inappropriate, culturally and instructionally, for special populations; and (4) under these circumstances, there are few current benefits for special populations. National and state policies that address these points and that provide adequate funding can ensure that the new technology will work to enhance eduational equity rather than preempt it. (CMG)

ED 238 997 UD 023 291

Goertz, Margaret E.
Dissemination of School Finance Services in Urban School Districts. Final Report.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 400-81-0009
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Finance; Elementary Secondary Education; Financial Services; *Fiscal Capacity; *Information Dissemination; Interdistrict Policies; Policy Formation; Political Influences; *Program Effectiveness; Program Evaluation; *Resource Allocation; Social Influences; *State Aid; *Urban Schools

IDENTIFIERS- *Missouri; School Finance Equalization Management System

The project described in this paper was designed to test specific ways of improving the dissemination of school finance information in two big city school districts (St. Louis and Kansas City, Missouri), in order to enable them to compete more effectively for State aid. Part I presents the political and fiscal environment in which Kansas City and St. Louis lobby for increased State education aid. Part II contains the project history: a chronology of collaborative activities carried on by two cities and by the Education Policy Research Institute, and an overview of the products that emerged from their collaboration. Part III assesses the impact of the project on changing the capacity of the two school districts to lobby more successfully for State school aid and on their ability to work more collaboratively with each other and with other school districts on this issue. Part IV outlines the components of an urban educator's handbook on state school finance policy processes. Attached to the report are (1) a 26-page paper on the Missouri School Finance Formula; (2) a dissemination conference outline; (3) information on Missouri's general data file layout; (4) an overview of and sample output from the School Finance Equalization Management System (SFEMS); (5) tables of contents for SFEMS manuals, and a training agenda; and (6) a 22-page paper on measuring school districts fiscal capacity. (CMG)

ED 238 890 SP 023 742

The Impact of Teacher Shortage and Surplus on Quality Issues in Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

PUB-DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Assessment; *Educational Quality; Higher Education; Mathematics Teachers; National Norms; Preservice Teacher Education; Program Effectiveness; Program Improvement; Schools of Education; Science Teachers; State Norms; *Teacher Education Programs; *Teacher Shortage; *Teacher Supply and Demand

A report is given on a task force exploration of teacher shortages and surpluses and the effect they have on the quality of teacher education programs. Data are presented for the nation, geographic regions, and 16 states: Arkansas, Florida, Georgia, Illinois, Kansas, Louisiana, Michigan, Minnesota, North Carolina, Missouri, Ohio, Oregon, Tennessee, Texas, Vermont, and Wyoming. Chapter 1 reviews the literature on supply and demand and presents an analysis of national, regional, and state data. Conclusions based on these data are also presented. Chapter 2 presents a mathematics and science case study which gathered, analyzed, and reported efforts underway to alleviate shortages in these fields. Chapter 3 is devoted to the issue of quality in teacher education programs. It reports on an analysis of a survey of actions being taken by schools, colleges, and departments of education to meet the increased demand for higher quality teacher education graduates. Chapter 4, the final chapter, presents conclusions and recommendations based upon the relationship between shortage/surplus/quality issues and change now occurring in teacher education. (JD)

ED 238 905 TM 832 006

Gramling, Phil; Nelson, Major
Quality Point System Reflects Student Achievement.
Gainesville City Public School System, Ga.
PUB DATE- 28 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Academic Standards; Class Rank; *Evaluation Methods; Grade Inflation; *Grade Point Average; *Grades (Scholastic); High Schools
IDENTIFIERS- *Georgia (Gainesville); PF Project

A rationale, goals, and the procedure for instituting a quality point system to assess high school students' academic achievement in Gainesville (Georgia) High School are outlined. Hypothetical examples of converting grade point averages to quality point averages in low, average, and high difficulty courses are provided to show the impact of the procedure on student averages. Potential application to honors and class ranking determinations are described. Also provided are the responses and concerns of the Gainesville City Board of Education to this innovation. Concerns addressed include developing the procedure for assigning quality points, alerting college personnel to the system, and informing staff, students, and parents of the new procedure. (LP)

ED 238 921 TM 840 011

Student Achievement in Illinois, 1970 and 1981.
Illinois State Board of Education, Springfield.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Academic Records; Achievement Tests; Comparative Testing; English; Grade 11; High Schools; *Longitudinal Studies; Mathematics; Questionnaires; Sciences; Social Studies; *State Programs; *Student Characteristics
IDENTIFIERS- *Decade Study Test; *Illinois

This report summarizes the results of a study of the achievement of Illinois high school juniors in 1970 and 1981. The purposes were to provide a comparison of student performance over a period of time and to identify educational, social, and personal conditions that relate to performance on a test of Natural Science, Social Studies, English and Mathematics. Data were collected through the Decade Study Test; school records; and a set of information about students, their families and home environments, and their schools, obtained from questionnaires included in the 1981 administration of the battery. The results of the Decade Study indicate that performance of high school juniors was significantly lower in 1981 than it was in 1970. The school variables that most critically affected achievement were enrollment and dropout rate. Three aspects of family life were also strongly related to achievement in 1981: father's education, mother's education, and talking to parents about school. In terms of motivation, three features were strongly related to 1981 student performance: the students' estimate of success on the Mathematics subtests, the number of mathematics courses taken by students, and students' belief in their own abilities and efforts to perform well in school. (PN)

ED 238 937 TM 840 039

Gordon, Michael; McClure, F. Daniel
The Objective Assessment of Attention Deficit Disorders.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Attention Deficit Disorders; Educational Diagnosis;
*Hyperactivity; Intermediate Grades; *Measurement Techniques;
*Objective Tests; *Test Construction; Test Norms; Test Validity
IDENTIFIERS- *Gordon Diagnostic System; Wechsler Intelligence Scale
for Children (Revised)

Objective and reliable techniques for the assessment of attention deficit disorders (ADD) with and without hyperactivity in children have remained largely unavailable to psychologists, educators and pediatricians. As a consequence, they have tended to base their evaluations of ADD solely on observations and teacher reports, or on measures such as the Wechsler scales, which have been shown to discriminate poorly between groups of hyperactive and nonhyperactive children. A behavioral measure of ADD, called the Gordon Diagnostic System (GDS), has shown considerable promise as a precise, valid and efficient technique for the diagnosis of attention disorders. The GDS contains two measures: the Delay Task, which measures the ability to inhibit responding; and the Vigilance Task, which assesses sustained attention. Research studies have shown that these game-like tasks differentiate accurately between hyperactive and non-hyperactive children. Normative data on GDS performance have been established based on a study of 220 nonhyperactive boys and girls from 6 through 11 years of age. Information on test-retest reliability is also available. (Author)

ED 238 953 UD 023 079

Elementary Enrichment Program (Reading, Mathematics and Language Arts Programs). Final Evaluation Report for Title 1, 1978-79.
Heuristics, Inc., Dedham, Mass.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Education; Inservice Education; *Language Arts; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Remedial Programs; *Remedial Reading
IDENTIFIERS- Massachusetts (Boston)

In this evaluation report for Boston's Title I Elementary Enrichment Program (reading, math, and language arts) for 1978-79, reading students in Grades 2 through 6 are shown as equalling or exceeding the specified criterion for success. Grade 1 students finished the year an average of two months below grade level. In math, gains at all grade levels far exceeded the specified program criteria. Grade 1 students finished the year about one month below grade level. The students in language arts (grades 3-5) also demonstrated gains in excess of the specified criteria. Other positive aspects of the program were excellent administration and supervision, appropriate materials and supplies, the perceived value of the program among staff, well-received orientation and inservice workshops for teachers and aides, and the formation of Parent Advisory Councils (PAC) in all but three Title I elementary schools. Problems were that private (not including parochial) schools continued to exhibit lower reading gains; facilities were not always adequate; there was not enough coordination between Title I and regular classes; Title I instruction sometimes overlapped with other supplementary programs; materials were sometimes delayed and/or of poor quality; responsibility for instructional supervision of aides was unclear; training for aides was not necessarily specific to their needs; new Title I teachers needed more beginning assistance; and almost half of local or district PAC meetings were conducted with less than five members present. (CMG)

ED 238 968 UD 023 094

Chapter I Elementary Reading Program. Interim Evaluation Report, 1982-83.

Vazquez-Nuttall Associates, Inc., Newton, MA.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Pilot Projects; *Program Effectiveness; Program Evaluation; *Remedial Reading; *Teacher Effectiveness; Teaching Methods; *Team Teaching
IDENTIFIERS- Massachusetts (Boston)

The major focus of this interim report on Boston's Chapter I Elementary Reading Program (1982-83) is a comparison of the traditional pull-out model with a pilot model in which the Chapter I teacher works in the student's regular classroom and uses the same basal reader as the classroom teacher. The pilot project was not well received, with 73 percent of pilot staff preferring separate Chapter I rooms next year and 95 percent of nonpilot staff preferring to retain their separate Chapter I rooms. The most frequently mentioned advantages of the pilot project were reinformcement of classroom reading instruction, uses of the same basal reader, and greater communication between teachers. The most frequent response for all groups except pilot teachers, however, was that there were no advantages. The disadvantage mentioned most frequently was that it was too distracting to run two instructional programs at one time in the same classroom. Other disadvantages were inadequate space ("turf"), struggles between teachers, limitations on the use of materials and audiovisual equipment, and the inability to sufficiently individualize Chapter I instruction. Suggestions for improvement included teacher workshops, increased planning time, and modification of the model to allow quiet space for some activities outside the classroom. (CMG)

ED 238 983 UD 023 268

Parent to Parent: Insider's Guide for High School Parents = De Padre a Padre: Guia para Padres con Alumnos en la Escuela Superior.

United Parents Association of New York City, Inc., N.Y.

SPONS. AGENCY- New York Community Trust, N.Y.
PUB DATE- 82
AVAILABLE FROM- United Parents Associations, 95 Madison Avenue, New York, NY 10016 ($1.50 each).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Attendance; Bilingual Education; *Board of Education Policy; Breakfast Programs; Dress Codes; Graduation Requirements; High School Equivalency Programs; *High Schools; Homework; Lunch Programs; *Parent School Relationship; Report Cards; *School Activities; School Choice; School Policy; Secondary Education; Special Programs; Student Records; *Student Responsibility; *Student Rights; Suspension; Voter Registration
IDENTIFIERS- *New York (New York)

This Spanish/English guide was written by parents for high school parents. The guide's first section deals with how to select the right high school. This is followed by a lengthy section on the high school years, which covers the following topics: how to keep up with what the student is doing; how to connect with the school; requirements for graduation; programs; transcripts; records; students' rights and responsibilities; suspension; attendance; health requirements and entrance screening; sickness or injury at school; holidays, half-days, vacations, and snow days; transportation; lunch and breakfast programs; clothing and supplies; working papers; voter registration; programs and services for handicapped students; bilingual programs; special programs; what to do if the student wants to change schools; and dropping out. The final section is about making decisions about employment or college after high school graduation. (CMG)

ED 238 998 UD 023 293

Participation in Postsecondary Education in New York State by Racial and Ethnic Categories.

New York State Education Dept., Albany. Bureau of Postsecondary Research, Information Systems and Institutional Aid.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- American Indians; Asian Americans; Blacks; *Degrees (Academic); *Enrollment Trends; *Ethnic Groups; Hispanic Americans; *Intellectual Disciplines; *Majors (Students); Population Trends; *Postsecondary Education; Whites
IDENTIFIERS- *New York

Using data taken from responses to Federal questionnaires administered in New York State by the State Education Department, the postsecondary participation of five racial/ethnic groups in New York State is presented in summary form. The groups are Asian Americans, Blacks, Hispanic Americans, Whites, and American Indians. The categories of information covered are statewide enrollment (1972-82), state population characteristics, degrees conferred (1976-80), participation and degree completion (1972-80), attendance choices (1978-80), and program interests (1980). (CMG)

ED 238 891 SP 023 757

World Confederation of Organizations of the Teaching Profession. Annual Report, 1983.
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advocacy; Civil Liberties; Collective Bargaining; Foreign Countries; *International Organizations; *Organizational Objectives; Policy Formation; Social Action; *Teacher Associations; *Teacher Education
IDENTIFIERS- *World Confederation of Orgs of the Teaching Prof

The constitution and bylaws of the World Confederation of Organizations of the Teaching Profession (WCOTP) are set forth as an introduction to this annual report. The report covers the activities of WCOTP from August 1982 to August 1983. It consists of five parts: (1) action taken to implement resolutions of the Assembly of Delegates; (2) representations to, and relations with, major international organizations; (3) development of policy; (4) defense of teachers' individual and collective rights; and (5) regional programs and development assistance. A chronological listing of representation at meetings is appended, as well as a financial statement and a list of full members, organizations of teachers in exile, international associate members, and associate members. (JD)

ED 238 906   TM 832 013

Hall, Carroll L.
Staff Accountability Plan for New Mexico Schools: Provisions and Directives. and Questions and Answers.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accountability; Competence; Elementary Secondary Education; *Evaluation Criteria; Staff Development; State Programs; *State Standards; *Teacher Certification; Teacher Evaluation; *Teacher Qualifications; Tests
IDENTIFIERS- *New Mexico Staff Accountability Plan; PF Project

In an effort to explain the Staff Accountability Plan for New Mexico's schools, two pamphlets were developed. Designed to address the issue of teacher accountability and certification, pamphlet 1 presents the three provisions of the New Mexico Staff Accountability Plan. The plan requires: (1) a written basic skills assessment as part of teacher training programs; (2) a written assessment of general professional knowledge for initial certification; and (3) an integrated program of on-the-job performance evaluation criteria of effective teaching and staff development activities. To ensure adequate opportunities for review of each of the recommendations, a six-step process is outlined, followed by a brief word about the implementation of the plan. In the second pamphlet, over twenty common concerns regarding the basic skills examination, certification, and evaluation criteria are presented in question and answer format. (LH)

ED 238 922 TM 840 018

Speisman, Joseph C.; And Others

An Objective Instrument for Assessment of Erikson's Developmental Conflicts. Presentation Summary.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 83
GRANT- MH31719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; Correlation; Developmental Stages; Higher Education; Item Analysis; *Predictive Measurement; *Rating Scales; Self Concept; Self Esteem; Statistical Analysis; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- Crowne Marlowe Social Desirability Scale; *Ego Development Theory; Erikson (Erik); Rosenberg Self Esteem Scale; Rotter Internal External Locus of Control Scale; Social Desirability; Taylor Manifest Anxiety Scale

An objective measure of Erikson's ego-identity construct is being developed. The total scale includes seven relatively independent subscales designed to reflect the residuals (part conflicts) of Erikson's psychosocial stages of development. An initial item pool of 194 items has been reduced to 113 items by means of judgemental and statistical analyses. Internal consistency of the total scale is acceptable (Alpha .91, N = 94, and Alpha .836, N =120 at different administrations). Internal consistency for all but two subscales (3 and 6) is also acceptable (Hoyt range is .69 to .84). Test-retest reliability is .72 for the total scale. Significant correlations in predicted directions are achieved with measures of anxiety, self-esteem, ego-control, and social desirability. Construct validation is quite promising thus far, and additional analyses with a large group of young adult subjects are also being performed. (Author)

ED 238 939 TM 840 041

Alkin, Marvin C.; And Others
Organizing for Evaluation Use: A Handbook for Administrators.
Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Administrators; Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; *Guidelines; Program Design; Program Development; *Program Evaluatio

This handbook on organizing for evaluation use is oriented to those who commission or are administratively responsible for seeing that evaluations are performed. It is practical, clarifying the administrator's role in the evaluation process and providing worksheets for practice. Written with a minimum of technical language, it is useful for administrators at any stage of an

evaluation. Basic concepts of evaluation are defined. An array of possible evaluation factors and some interrelationships among the different factors are identified and described. A factor pattern with four clusters is identified, a scenario is presented, and the factor pattern is examined within the context of the scenario. A series of worksheets is provided to note information pertaining to the evaluation situation and to list some positive actions to influence evaluation use. The emphasis is on the administrator's involvement in the planning, execution, and analysis of the evaluation in order to maximize its use. (PN)

ED 238 954 UD 023 080

Early Childhood Component of the 1977-1978 Boston Elementary Enrichment Program (an E.S.E.A. Title I Project of the Boston Publ School System). Final Evaluation Report.

Educational Planning and Research, Boston, MA.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; Disadvantaged Youth; Early Childhood Education; Emotional Development; Hearing Impairments; *Individual Development; *Individualized Instruction; Intellectual Development; Physical Development; *Program Effectiveness; Program Evaluation; *School Readiness; Social Development; *Socialization; Teacher Aides
IDENTIFIERS- Massachusetts (Boston)

The Title I Early Childhood Component of Boston's Elementary Enrichment Program (1977-78) was intended to provide children (including the hearing impaired) with enriched educational experiences that would contribute to socialization skills and general readiness for school and later life experiences. The Component was also intended to provide individualized attention to children who needed special assistance in increasing their emotional, physical, social, and intellectual growth. Title I teacher aides, using Title I materials, worked under the direction of regular teachers to individualize instruction and provide small group activities for program pupils. The ability of teachers and aides to coordinate their efforts, the integration of program pupil with mainstream students, and the aides' ability to adapt performance objectives to serve as individualized guidelines all contributed to the achievement of program goals. A workshop for aides was a valuable resource in helping them develop instructional materials and techniques to increase classroom effectiveness. Weakness were that (1) testing took too much time away from instruction; (2) a lack of clarity in certain performance objective led to improvised measurement methods; and (3) occasional confusion over role definitions hindered the most effective use of aides. Problems included transportation difficulties, shortage and/or delayed arrival of materials, nondurable materials, a few inadequat facilities, and large class size. (CMG)

ED 238 969 UD 023 108

Adler, Chaim; Melzer-Druker, Pessy
A Survey of Evaluations of Educational Intervention Programs Sponsored by Project Renewal. Publication No. 90.
Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adult Education; *Adult Programs; Community Programs; *Disadvantaged Youth; Elementary Secondary Education; *Family Programs; Foreign Countries; Higher Education; *Intervention; Outreach Programs; Program Descriptions; Program Effectiveness; Program Evaluation; Rehabilitation Programs; Remedial Programs; Residential Programs; *Special Programs; *Youth Programs
IDENTIFIERS- *Israel

Published evaluation reports about educational intervention programs sponsored by Israel's Project Renewal are summarized and analyzed in this report. The programs reported on fall into the following categories: (1) intervention programs aimed at the family; (2) curriculum-based intervention programs; (3) school-related enrichment programs; (4) intensive intervention programs (including residential centers); (5) programs aimed at the relinking of youth in distress to the main social institutions; (6) adult education programs; (7) informal organization projects (two in development towns, one in a summer camp); and (8) community-based intervention programs. Appendixes contain one- or two-page description/evaluation summaries of some programs dealt with in the report and a number of tables of educational statistics. English and Hebrew bibliographies are provided as well as a publications list (in Hebrew and in English) of the National Council of Jewish Women's Research Institute for Innovation in Education. (CMG)

ED 238 984 UD 023 269

McCarthy, Kevin F.
Immigration and California: Issues for the 1980s.
Rand Corp., Washington, D.C.
REPORT NO.- RAND/P-6846
PUB DATE- Jan 83
AVAILABLE FROM- Publications Department, the Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Employment Level; *Employment Patterns; *Immigrants; Income; *Labor Market; Labor Needs; *Population Trends; Refugees; *Social Services; Undocumented Immigrants; *Welfare Services
IDENTIFIERS- *California

If the immigration pattern of the 1970's persists in the 1980's, California can expect, annually, approximately 250,000 new immigrants, the majority from Latin America and Asia. Of these immigrants, concentrated in the working ages, 60 percent will be poorly educated and generally unskilled refugees and illegals and will be potentially heavy users of public services. Implications for business include the following: (1) There is a potential mismatch between the many unskilled immigrants and the high-tech industries expected to spur California's future economic growth; to compensate, the State may need special training programs. (2) The majority of immigrants, at least through the first generation, will be concentrated in low-skill, low-wage jobs in the service and manufacturing sector, where their presence may depress wages. (3) If the Simpson-Mazzoli bill becomes law, employers will have to choose between increased costs for processing and maintaining immigrants' records and possible anti-discrimination suits if they hire only the native-born. (4) The prospect of continuing rapid immigration raises important but currently unanswerable questions about the kind of capital stock best suited to a labor force increasingly composed of immigrants and their offspring. The degree to which immigrants are successfully absorbed into California's economy will also help determine the demands imposed upon the public sector and, correspondingly, the taxes Californians will pay in the coming decade. One thing is certain: pressures for immigration will increase. How California responds to those pressures will shape the State's future. (CMG)

ED 238 999 UD 023 302

Crain, Robert L.
Dilemmas in Meta-Analysis: A Reply to Reanalyses of the Desegregation-Achievement Synthesis.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; *Black Students; *Desegregation Effects; Elementary Secondary Education; *Evaluation Criteria; Grade 1; Kindergarten; *Meta Analysis; Outcomes of Education; Program Effectiveness; Program Evaluation; *Research Methodology; Research Reports; School Desegregation; Validity

The decision by the National Institute of Education panel on the effects of school desegregation to select (for meta-analysis) a small group of preferred studies based upon criteria chosen in advance of examining the studies was, in principle, a mistake. One usually cannot know until the data have been examined which of several competing methodological criteria are most important. In the case of the effects of desegregation on minority achievement, Crain and Mahard in their 1982 review of 93 desegregation studies found a methodological error so specific to desegregation research that it was not even recognized as an error until the review was done. The error was that studies of the effects of desegregation on minority achievement will underestimate any effects when using subjects who have not been in desegregated settings since kindergarten or Grade 1. Whereas Crain and Mahard found 20 studies of blacks in desegregated settings since kindergarten or Grade 1, the panel discarded all but one of them because they did not fit their chosen-in-advance criteria. Of the 20 studies identified by Crain and Mahard, 16 showed consistent positive outcomes and only 2 were negative. If the principal function of selecting a superior subgroup of studies is to find the consistency of results which is masked by error in an unselected sample, Crain and Mahard succeeded, and the panel did not. (CMG)

Hewitson, Mal. Ed.
Recurrent Education and the Teaching Role. A Collection of Papers Prepared for the ERDC Seminar on Recurrent Education and the Teaching Role (Monash University, Melbourne, Australia, November 1980).
Australian Education Research and Development Committee, Canberra.
REPORT NO.- ERDC-34; ISBN-0-644-01788-0
PUB DATE- 82

AVAILABLE FROM- Australian Government Publishing Service, GPO Box 4, Canberra, Australian Capital Territory, 2601, Australia ($12.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; *Educational Change; *Educational Needs; Educational Technology; Employment Opportunities; Foreign Countries; Futures (of Society); *Inservice Teacher Education; Lifelong Learning; Nonformal Education; Postsecondary Education; Religious Education; School Community Relationship; *Social Change; Student Attitudes; Teacher Education; *Teacher Role
IDENTIFIERS- Australia

In these papers the authors consider the changing societal context for education, examine concepts and research on existing recurrent education practice, and document constraints on and future prospects of inservice education for teachers. The introduction provides an overview of the teaching role in the paper, "Recurrent Education for Teachers, Some Research and Development Considerations" (H. Beare and T. van Raay). In part 1, entitled the "Changing Context," the following are presented: "Technological and Social Changes--Implications for the Recurrent Education of Teachers" (B. W. Smith); "Non Formal Education: Implications for the Recurrent Education of Teachers" (M. Gloster); "Changing Patterns of Student Participation, Student Expectations and Employment Opportunities for Students--An Overview of Some Implications for the Recurrent Education of Teachers" (P. Cameron); "The Changing Age, Composition and Structure of the Teaching Force--Some Implications for the Recurrent Education of Teachers" (K. Keogh); and "Commentary, Part 1" (M. T. Hewitson). Part 2, the "Theory and Practice of Recurrent Education and the Teaching Role," includes: "Recurrent Education and the Professions--Some Research Findings" (E. A. Sommerlad); "Recurrent Education Needs Arising from Changes in Parent, Community and Employer Links with Schools" (D. Pettit); "Teacher Participation: Learning on the Job" (G. Evans); "A Case-Study of Four Religious Teaching Orders: Implications for Teacher Participation and Recurrent Education Needs" (E. Whitehead); "Recurrent Education for Teachers: A Knowledge Utilization Approach" (P. B. Botsman); "Concepts of Recurrent Education: Philosophies, Policies and Implications for Teaching Practice in Technical and Further Education in Australia" (M. Buxton and P. Keating); and "Commentary, Part 2" (M. T. Hewitson). Part 3, "Present Constraints and Future Prospects" (M. T. Hewitson), examines the role of research and development in relation to the future prospects of recurrent teacher education. (JD)

ED 238 907 TM 832 014

Cummins, Jim

Tests, Achievement, and Bilingual Students.
National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Feb 82
CONTRACT- 400-80-0040
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Academic Failure; Bilingual Education; *Bilingual Students; Educational Research; Elementary Secondary Education; English (Second Language); *Language Proficiency; *Low Achievement; Psychometrics; Test Bias; Testing; *Test Interpretation; Test Use
IDENTIFIERS- PF Project

Although most educators agree in theory that labeling linguistically and culturally different students as "low I.Q." can adversely affect their academic progress, in practice a disproportionate number of bilingual students are still being "deported" into special education and vocational classes as a combined result of indiscriminate use of mental tests and cultural and linguistic orientation of school programs. Teachers and psychologists commonly assume that minority language students have become "language proficient" when they have acquired peer-appropriate fluency in everyday communication. The dangers of such assumptions can be seen in a study in which the psychological assessments of over 400 minority language students were analyzed. Two continua (context-embedded and context-reduced language proficiency) were used to show the relationship between language proficiency and academic achievement. Research suggests that the acquisition of meaning in context-reduced classroom situations requires more knowledge of the language itself than is typically required in context-embedded face-to-face situations. By eliminating "lack of English proficiency" as an explanation for low achievement in bilingual students, educators risk creating academic deficits by attributing low academic performance or test scores to deficiencies in the student or in his or her background experiences. (LH)

ED 238 923 TM 840 019

Macintosh, Henry G.
Profiles.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Evaluation Methods; Foreign Countries; Measurement Techniques; *Profiles; *Research Methodology; Research Needs; Research Problems; Student Evaluation; Validity
IDENTIFIERS- *Scottish Pupil Profile Project; *Swindon Record of Personal Achievement; United Kingdom

An introduction to profiles is presented with examples provided to permit an overall appraisal of the potential of profiles, of the principles upon which they might be based, and of the problems that will have to be overcome if their potential is to be realized in practice. The larger scale examples of profiles discussed are the Scottish Pupil Profile Project and the Swindon Record of Personal Achievement. A discussion of grid-style profiles is also included. (PN)

ED 238 940 TM 840 042

Wilcox, Rand R.
Optimal Measurement Considerations for Diagnostic Tests. Methodology Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTIONS- *Diagnostic Tests; *Estimation (Mathematics); Guessing (Tests); *Latent Trait Theory; *Measurement Techniques; *Multivariate Analysis; Scoring; Testing Problems; Test Items; *True Scores
IDENTIFIERS- Linear Measurement

This document presents a series of five papers describing issues in educational measurement. "A Simple Model for Diagnostic Testing When There Are Several Types of Misinformation" directly addresses the diagnostic issue. It describes a simple latent trait model for testing, examines use of erroneous algorithms, and illustrates the derivation of an optimal scoring rule for multiple choice test items. "Measuring Mental Abilities with Latent State Models" has three goals: to review the latent state models that have been proposed for measuring aptitude and achievement; to outline the measurement problems that can now be solved with latent state models; and to discuss how latent state and latent trait models are related. "Strong True Score Theory" reviews true score models in light of various assumptions about guessing. "Approximating Multivariate Distributions" suggests a simple approximation of

multivariate distributions. The suggested method is compared with several other approximations. These comparisons indicate that the new approximation nearly always gives better results. "Unbiased Estimation in a Closed Sequential Testing Procedure" provides an optimal linear estimator of the proportion of items within an item domain that an examinee would answer correctly if every item were attempted. (Author/PN)

ED 238 955 UD 023 081

High School Reading Program, 1977-1978, Funded Under PL 81-874. Final Evaluation Report.

Educational Planning and Research, Boston, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; *Educationally Disadvantaged; High Schools; Inservice Education; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Reading; Secondary Education
IDENTIFIERS- Massachusetts (Boston)

Boston's Title I High School Reading Program (1977-78) was intended to meet the needs of educationally deprived children from low-income families. Although few test scores were available, it appeared that 50 percent of the program students achieved the designated one-year gain in reading comprehension. Only 4 percent of the approximately 425 participants successfuly completed all 123 lessons, and at least 38 percent were absent from 50 to 95 percent of the time. Parental involvement was limited. Materials were late in arriving, and some of them were regarded by staff as inadequate. The diversity of reading levels among participants necessitated the use of extensive individualized instruction rather than a more comprehensive approach and limited the use and benefits of group work. Inservice training for teachers and aides was limited. There was sometimes a lack of coordination between the efforts of remedial and content area teachers, and between program activities and the home and the community. In some schools, facilities were inadequate. Teachers and administrators were generally enthusiastic about the program, though they felt it could be useful for many more students than were actually participating. (CMG)

ED 238 970 UD 023 190

Seeking Safe Haven: A Congregational Guide to Helping Central American Refugees in the United States.

American Friends Service Committee, Philadelphia, Pa.; Church World Service, New York, NY.; Inter-Religious Task Force on El Salvador and Central America, New York, NY.; Lutheran Immigration and Refugee Service, New York, N.Y.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Church Role; Due Process; *Humanitarianism; Information Sources; Legal Aid; *Refugees; *Social Action; Social Services; *Undocumented Immigrants
IDENTIFIERS- *El Salvador; *Guatemala

Over the last three years, religious groups and communities around the United States have become increasingly aware of the arrival in this country of large numbers of Salvadorans and Guatemalans seeking refuge from violence and persecution but instead facing arrest and deportation as illegal aliens. This guide is an attempt to mobilize, orient, and support congregational involvement with the people and the issues. It offers the options both to respond to the immediate human needs of the refugees and to examine and respond to the larger issues provoking their flight and the denial of haven to them in the United States. The guide is divided into eight sections. The three initial sections provide overviews and background information on the refugee-producing situations and the conditions faced by the refugees, in particular in this country. The fourth section is a summary of the options for action, from the quick and simple to the more complex. Suggestions are provided for individual responses and for congregational actions. The fifth section provides the detailed "how to" guidelines for each of the suggested options. The sixth lists social and legal services available to Central American refugees arriving in the United States. The seventh part is a summary of the legal rights of Central American refugees. The final parts comprise a compendium of resource listings and information briefs. (CMG)

ED 238 985 UD 023 273

Bibliography, Refugee Materials Center.
Department of Education, Kansas City, Mo. Regional Office 7.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adjustment (to Environment); Annotated Bibliographies; Cambodians; Cubans; *English (Second Language); Indochinese; *Information Sources; *Instructional Materials; *Land Settlement; Laotians; Non English Speaking; *Refugees; Resource Materials; *Second Language Instruction; Vietnamese People
IDENTIFIERS- Afghans; Asians; Ethiopians; Hmong People; Iranians; Koreans; Polish People; Rumanians; Thai People

Almost 1,700 documents, whose purpose is to assist with the education and resettlement of refugees, are listed in this bibliography consisting of several series of materials. Half of the bibliography is devoted to one series on textbooks, workbooks, and other materials that can be used in teaching English to non-English speakers. The remaining series contain general resettlement information, general information concerning Asians, and collections of curricular and supplementary materials for teaching Vietnamese, Cambodians, Laotians, (including Thai Dam and Hmong), Chinese-speaking Indochinese, Russians, Cubans, Iranians, Poles, Thais, Ethiopians, Afghans, Rumanians, and Koreans. For each entry, the source of the material, its cost, and its intended audience level are listed. Many of the entries are annotated. (CMG)

ED 239 000 UD 023 303

Armor, David J.
The Evidence on Desegregation and Black Achievement.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; *Black Students; *Desegregation Effects; Elementary Secondary Education; *Mathematics Achievement; Meta Analysis; Outcomes of Education; Performance Factors; Program Effectiveness; *Reading Achievement; Research Methodology; Research Reports; School Desegregation

A brief survey of several comprehensive reviews of studies of the effects of desegregation on black achievement makes it clear that the experts are still in disagreement, and it is in the hope of finally bringing about a consensus on the subject that the National Institute of Education (NIE) has established a representative panel of experts to review the evidence and pass judgment on this issue. The 19 studies selected for review and analysis by the NIE panel did not include cross-sectional studies or longitudinal studies without a control group; all the selected studies fulfilled a quasi-experimental design, with pre- and post-tests as well as a segregated control group. Analysis of the studies in terms of each reseacher's own significant tests and the meta-analysis technique employed by the NIE panel shows no significant and consistent effects of desegregation on black achievement. There is virtually no effect for math achievement. For reading, the best that can be said is that only a handful of grade levels show substantial positive effects, while the large majority of grade levels show small and inconsistent effects that average out to almost zero. The fact that only a small fraction of these studies show substantial effects strongly suggest that factors other than desegregation are the real causes of the large achievement gains that are documented. (CMG)

TM

ED 238 893 TM 820 470

Jones, Douglas H.; Ragosta, Marjorie

Predictive Validity of the SAT on Two Handicapped Groups: The Deaf and the Learning Disabled.

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

REPORT NO.- ETS-PSR-TR-82-27; ETS-RR-82-9
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Entrance Examinations; *Deafness; *Grade Point Average; *Learning Disabilities; Performance Factors; Predictive Measurement; *Predictive Validity; *Scores; Test Validity
IDENTIFIERS- *Scholastic Aptitude Test

The purpose of the study was to evaluate the predictive validity of the Scholastic Aptitude Test (SAT) for deaf students at one institution and learning disabled (LD) students at another. SAT scores and measures of high school and college performance were obtained at each institution for both handicapped and nonhandicapped students. Additional descriptive information was obtained for the handicapped groups. The SAT scores of deaf students (when available) were significantly lower than the verbal and mathematical scores of the hearing students and tended to underpredict deaf students' college performance. The combination of high school grade point average and SAT scores predicted performance equivalently for deaf and hearing students. For the learning disabled, the SAT verbal score and the high school and college performance measures were all significantly lower than those for the non-LD students. The SAT validity coefficients for the two groups were not statistically significantly different. The combination of high school rank and SAT scores produced a significant lower validity coefficient for LD students than for non-LD students. Since these were preliminary studies, no implications are being drawn pending further research. (Author)

ED 238 908 TM 832 017

Instructional Clarity. Turning Research into Practice.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.68
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classroom Communication; *Classroom Research; Communication Problems; Elementary School Teachers; Elementary Secondary Education; Literature Reviews; Newsletters; Self Evaluation (Individuals); Student Attitudes; *Student Teacher Relationship; Tape Recordings; *Teacher Behavior; *Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- *Instructional Clarity; PF Project

The editors of "Practical Application of Research (PAR)," a newsletter of Phi Beta Kappa's Center on Evaluation, Development, and Research, reviewed all of the research done since 1971 on the subject of instructional clarity. Instructional clarity was defined as the interaction between what a teacher does or says and the student's perception of that behavior. This summary of the PAR findings lists 11 specific behaviors of elementary teachers with good instructional clarity that were identified by students. The behaviors include making sure that explanations are clear and understood, providing adequate practice time, synthesizing ideas and demonstrating relevancy, adjusting teaching to the learner and continuously monitoring students, emphasizing important ideas, and demonstrating a high degree of verbal fluency. For teachers who want to increase their instructional clarity, it is suggested that they tape-record and analyze their instructions for a lesson. Four impediments to instructional clarity are described: fillers; vague or garbled instructions; inaudible pitch; and mazes (combinations of the three previous impediments). Examples are provided of the right way and the wrong way to introduce a lesson. (DC)

ED 238 924 TM 840 020

Zatkin, Judith; And Others
Parallelogram Scaling of Binary Items.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- *Data Analysis; Evaluation Methods; *Item Analysis; *Measurement Techniques; Measures (Individuals); *Rating Scales; *Scaling

IDENTIFIERS- Embedded Items; Guttman Scales; Item Characteristic Function; *Parallelogram Scaling Model; Rank Order; Seriation; Thurstone Scales

A scaling procedure has been developed for ordering binary parallelogram preference data. The procedure uses minimum variance of the item ranks averaged across persons as the optimization criterion. Two seriation strategies are employed. One is pairwise interchange. The second joins together the vector end points and breaks this circle between each pair of points. The two strategies are alternated until the minimum variance across persons is found. The procedure has been used successfully on artificial data, attitudinal data collected by the authors, and previously published archeological data. The procedure is an improvement on alternate methods in that it uses all of the information in the data and provides easily interpretable results. Three attitudinal scales are included. (Author)

ED 238 941 TM 840 043

The Role of New Technologies in Schools: Collected Papers. Research Into Practice Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cognitive Processes; Computer Assisted Instruction; *Computer Assisted Testing; Computer Programs; *Educational Policy; *Educational Technology; *Educational Trends; *Futures (of Society) *Instructional Design; Instructional Development; Media Selection; Microcomputers; School Districts; State Boards of Education; Teache Effectiveness; Test Construction; Testing

The Center for the Study of Evaluation of the Graduate School of Education at the University of California at Los Angeles hosted a two-day conference on "Paths to Excellence: Testing and Technology" on July 14-15, 1983. Attended by over 100 educational researchers, practitioners, and policymakers, day one of the conference focused on issues in educational testing; day two explored the status and future of technology in schools. This document presents the collected papers from the second day of the conference. Presenters representing a broad range of disciplines and local, state, and national policy perspective were asked to consider issues in technology in the schools and the policy implications of present and future applications. Presenters were given broad topic areas: for example, human cognition, instructional design, test design, software evaluation, and social policy. Their charge was to explore their topic areas in light of new technologies with regard to the following: (1) What is the current state of the art? (2) What are potential future directions? (3) What barriers may impede future directions? and (4) What are the implications for educational research, policy, and practice? (PN)

ED 238 956 UD 023 082

English as a Second Language, 1980-1981 (an E.S.E.A. Title I Project of the Boston Public School System). Final Evaluation Report.

Educational Planning and Research, Boston, MA.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Adjustment (to Environment); Compensatory Education; Elementary Schools; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Italian Americans; Limited English Speaking; Middle Schools; *Native Language Instruction; *Program Effectiveness; Program Evaluation; *Remedial Reading
IDENTIFIERS- Massachusetts (Boston)

The Title I English as a Second Language (ESL) program in Boston (1980-81), was designed to provide supplementary ESL instruction to elementary and middle school students and those enrolled in a native language reading component. The program's major objective was to develop aural-oral English language skills in limited-English-speaking children, and to help them adjust socially and progress academically. The program was also designed to provide remedial instruction where needed in the pupils' native language. The program as a whole was judged to be successful, with elementary students mastering 82 percent of performance objectives, middle school students mastering 80 percent, and native language reading students mastering 76 percent (Spanish) and 51 percent (Italian). Pre-post test scores also showed overall gains, with the greatest achievements being in the elementary and middle school components. The program was staffed, implemented, conducted, and administered as specified in the program proposal. Most facilities were excellent, staff support of the program was high, and record-keeping was careful and consistent. Inservice training for teachers, aides, and community field coordinators was carefully planned and presented. (CMG)

ED 238 971 UD 023 202

Kainola, May Ann
Making Changes: Employment Orientation for Immigrant Women.
Cross-Cultural Communication Centre, Toronto (Ontario).
REPORT NO.- ISBN-0-9691060-0-9
PUB DATE- 82
AVAILABLE FROM- Cross Cultural Communication Centre, 1991 Dufferin St., Toronto M6E 3P9, Ontario, Canada ($7.00 Canadian; over 10 copies, each $5.00 Canadian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Assertiveness; *Career Change; *Career Planning; Civil Rights; English for Special Purposes; *Females; Foreign Countries; *Immigrants; Job Search Methods; Orientation Materials; Problem Solving
IDENTIFIERS- *Canada

This guidebook was prepared for immigrant women in Canada who want to make changes in their working lives but who lack the knowledge, information, or self-confidence to carry out such changes. It is suggested that the book be used in group settings with immigrant women sharing the same concerns. Nine units cover the topics of getting to know one another, taking control, planning goals, assessing skills, training for a new career, searching for a job (two units), taking a job, and reviewing what has been learned in preparation for the next step of carrying through some of the planned changes. Each unit has an introduction; a story, poem, or dialogue describing the experience of immigrant women accompanied by questions; information about job training opportunities, job search skills, and the rights of working women; group activities, such as role-playing; spaces to record the participant's experience and ideas; methods for developing strategies or ways of solving problems; and language practice. An appendix includes a glossary of unfamiliar words and further information on community services, continuing education, and legislation affecting female workers. (CMG)

ED 238 986 UD 023 275

Di Martino, Vincent; And Others

New Utrecht High School Project Impact, 1981-1982. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Mar 83

GRANT- G00-800-6389
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Attendance Patterns; *Bilingual Education Programs; Curriculum Development; English (Second Language); High Schools; Intellectual Disciplines; Italian; *Italian Americans; Junior High Schools; Limited English Speaking; Magnet Schools; *Mainstreaming; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Services; Staff Development
IDENTIFIERS- New York City Board of Education; *Project IMPACT

Project IMPACT, a magnet bilingual program for Italian-speaking students in New York City, offered in 1981-82 full academic and career programs for 210 students in grades 9-12. The philosophy of bilingual education employed in IMPACT is transitional, and a major goal is to mainstream students within an average of two years. Students receive classroom instruction in four categories: English as a second language, native language, content-area courses, and mainstream classes. All IMPACT students are enrolled in mainstream art, music, and health education classes; entry into other mainstream classes is dependent upon English proficiency and, sometimes, content-area proficiency. IMPACT's noninstructional component includes the development of curriculum materials and new course offerings, supportive services, staff training, encouragement of parental participation, and encouragement of student participation in schoolwide and citywide activities. In the 1981-82 school year, IMPACT students showed meaningful gains in English reading and comprehension. More IMPACT students passed a standarized native language test than did mainstream students. Data for math, science, and social science were mostly unavailable. IMPACT students had a higher attendance rate than did the school as a whole. Overall, the project progressed toward its major goal of expediting acquisition of the English-language skills necessary for full mainstreaming. (CMG)

ED 239 001 UD 023 304

Stephan, Walter G.
Blacks and "Brown": The Effects of School Desegregation on Black Students.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; *Black Students; *Desegregation Effects; *Effect Size; Elementary Secondary Education; Mathematics Achievement; Meta Analysis; Outcomes of Education; Program Effectiveness; Program Evaluation; *Racial Relations; Reading Achievement; Research Methodology; Research Reports; School Desegregation; *Self Esteem; Standardized Tests
IDENTIFIERS- Brown v Board of Education

This paper analyzes 19 studies that were considered by the National Institute of Education's panel on the effects of school desegregation in order to determine desegregation's effect on black achievement, black self-esteem, and racial relations. It is stated that, overall, the results show that reading achievement improves somewhat as a result of desegregation but math achievement does not. The author notes that there is a basic problem in evaluating desegregation programs in that there is great diversity among programs, which accounts for the diverse results obtained in different studies. It is suggested that desegregation has not increased black self-esteem, and in some cases has decreased it; tentative conclusions suggest that racial relations have not been improved by desegregation. According to the author, research, and particularly long-term research, is still needed on the effects of desegregation on students and communities, as well as studies that examine under what conditions desegregation does work. (CMG)

ED 238 894 TM 830 628

Lewy, A.; Kugelmass, S.

Decision Oriented Evaluation in Education: The Case of Israel.

REPORT NO.- ISBN-0-86689-013-0
PUB DATE- 81
AVAILABLE FROM- International Science Services, 2242 Mt. Carmel Ave., Glenside, PA 19038 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTIONS- *Curriculum Development; *Decision Making; Educational Policy; *Evaluation; Evaluation Methods; *Evaluation Utilization; Evaluators; Foreign Countries; *International Educational Exchange; Models; Research Methodology
IDENTIFIERS- *Israel

This book contains a series of papers presented at an Israel-American seminar on Educational Evaluation. Sol Kugelmass describes strategies employed to increase the utilization of evaluation results in the process of formulating educational policy. Nachum Blass illustrates the relationship between evaluation and policymaking by discussing an evaluation study designed to examine the outcomes of the Educational Reform in Israel. Evaluation problems of the Israeli matriculation examinations are discussed by Baruch Nevo and Gershon Ben-Shakhar. Arieh Lewy describes the Israel Curriculum Center organizational framework and elaborates on the communication pattern of the development/evaluation teams. Pinchas Tamir presents decisions made on the basis of evaluation findings. Daniel Davis argues for standardized methods for evaluating the potential benefits of innovative programs. David Nevo describes a Multi-Method and Multiple Clientele Evaluation Matrix model. Itai Zak examines methodological problems related to dealing with complex data sets. Robert Boruch summarizes the presented works, pointing out similarities and differences between evaluation patterns in the educational systems of the United States and Israel. Boruch places emphasis on communication links established between evaluators and decisionmakers in both countries. (PN)

ED 238 909 TM 832 020

Rose, Lowell C.; Bugher, Wilmer K.
PER (Prioritizing and Evaluating Recommendations).
Phi Delta Kappa, Bloomington, Ind.
PUB DATE- Sep 83
AVAILABLE FROM- Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, IN 47402.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Comparative Analysis; *Educational Improvement; *Educational Needs; Educational Planning; Educational Quality; Elementary Secondary Education; Evaluation Methods; Group Activities; *Guidelines; Individual Activities; *Needs Assessment; Rating Scales; School Effectiveness; Worksheets
IDENTIFIERS- PF Project

A process is presented which uses two activities to obtain individual and group reaction to 20 recommendations selected from the recent studies of schooling. The recommendations cover a wide range of suggestions for improving the quality of education. In the first activity, participants assign a value on a five-point scale to each recommendation. In the second activity, they prioritize the recommendations individually, then work in small groups to reach consensus on the priorities. Materials provided are: (1) general directions for the leader including information on conducting the activities and on summarizing and analyzing the data; (2) an opinionnaire on the recommendations to be filled out by the participants; (3) directions for individual participants; (4) an individual recommendations rating sheet; (5) directions for small groups; (6) a small group rating sheet; (7) a score summary sheet for the small group; (8) a score summary sheet for all groups combined; (9) a work sheet for analyzing the data; and (10) a display board to aid in ranking the recommendations. (DC)

ED 238 925 TM 840 022

Russo, Rocco P.
A Content Analysis of the VEDS Data Collection and Reporting Procedures Used by the 57 State Boards for Vocational Education.
InterAmerica Research Associates, Rosslyn, Va.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 82
CONTRACT- ED-300-80-0809
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Content Analysis; *Data Collection; Decision Making; *Educational Legislation; Educational Policy; Program Design; Program Development; *Program Evaluation; Program Implementation; *State Boards of Education; *Vocational Education; Vocational Evaluation
IDENTIFIERS- Education Amendments 1976; *Vocational Education Data System

Congress, using Public Law 94-482 entitled Education Amendments of 1976, instructed the National Center for Education Statistics (NCES) to develop, implement, and operate the Vocational Education Data System (VEDS). As mandated by legislation, the primary purpose of VEDS is to provide a national reporting system to generate uniform data from the States to support the decision-making activities of Congress with respect to the establishment of vocational education policies. This study was designed to enhance the understanding of VEDS and to assess the VEDS methodology and data quality for each state. The assessment resulted in the development of a VEDS implementation and operation status report for each State which documented the degree of correspondence between VEDS and State definitions, and between VEDS and State data elements; the identification of a State's ability to provide data related to each VEDS data requirement; and the quality and accessibility of VEDS data. (PN)

ED 238 942 TM 840 045

Burry, James; Quellmalz, Edys S.
Assessing Students' Writing Skills: The CSE Expository and Narrative Rating Scales. Research into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Evaluation Methods; *Expository Writing; Measurement Techniques; *Rating Scales; Secondary Education; Student Evaluation; Writing (Composition); *Writing Evaluation; *Writing Skills

The Center for the Study of Evaluation (CSE) has developed expository and narrative rating scales to meet the need for instructionally-relevant methods for assessing students' writing competence. The scales employ analytic rating procedures to meet the assessment needs of identifying specific areas of strength and weakness for individual students, and indicating areas where classroom, school, and district curricula may need to be improved. Raters assign points to each of several aspects of a student's composition, providing a rating of the overall quality of the written product as well as ratings on specific elements. The authors believe that the greater cost and time commitment required by analytic rating is offset by instructional advantages. An overview to the scales and a description of the theory and research base is provided. The features, purposes, and uses of the expository and the narrative scales, and the training that CSE provides for school systems are described. The CSE rating scales and student compositions rated during a training session are included in the appendices. (PN)

ED 238 957 UD 023 083

English as a Second Language, 1981-1982 (an E.S.E.A. Title I Project of the Boston Public School System). Final Evaluation Report.
Educational Planning and Research, Boston, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adjustment (to Environment); *Compensatory Education; Elementary Schools; Elementary Secondary Education; *English (Second Language); *Financial Problems; Limited English Speaking; Middle Schools; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Massachusetts (Boston)

Boston's Title I English as a Second Language (ESL) program (1981-82) was designed to provide supplementary ESL instruction to educationally deprived children in elementary and middle schools. The program's major objectives were to develop aural-oral English language skills in limited-English-speaking children, and to help them adjust socially and progress academically. The program as a whole was judged to be successful, with elementary school students mastering 77 percent of performance objectives, and middle school students mastering 84 percent. Pre-post test scores also showed overall gains, with middle school gains far exceeding the board program goal. The program was fully implemented even with the budgetary restrictions and personnel limitations that were imposed upon it. Although the program met its objectives, it was weakened not only by the reduction in staff but also by the assignment of teachers unprepared in ESL techniques. Only the program's strong momentum, resulting from 15 years of carefully developed materials, excellent direction, and well-established approach, allowed it to be so successful. (CMG)

ED 238 972 UD 023 203

Kainola, May Ann
Making Changes: Employment Orientation for Immigrant Women.
Facilitator's Guide.
Cross-Cultural Communication Centre, Toronto (Ontario).
PUB DATE- 82
AVAILABLE FROM- Cross Cultural Communication Centre, 1991 Dufferin St, Toronto M6E 3P9 Ontario, Canada ($8.00 Canadian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; Career Change; *Career Planning; *Females; Foreign Countries; *Immigrants; Learning Activities; Orientation Materials; *Program Implementation; *Teaching Methods
IDENTIFIERS- *Canada

The overall objective of the "Making Changes" program, which is the subject of this facilitator handbook, is to help immigrant women in Canada establish more meaningful lives, specifically in terms of employment. After briefly describing the content of the program (career planning, information sharing and getting, job search skills, the language component, assertiveness development, and critical awareness development), the handbook lists detailed short-term and long-term objectives. This is followed by advice on implementing the program. The section on methodology (approximately one-half of the handbook) begins with a discussion of the principles of the pedagogic approach, the language component, and teaching techniques. The major part of the methodology section discusses the components of the participants' handbook (meant to accompany this volume) and suggests activities and facilitation techniques for each of the nine units in the participants' handbook. Appendixes contain information on pre-program interview questions, the final evaluation questionnaire, a promotional flyer, staff time and anticipated expenditures, resources and equipment, sample session outline and evaluation, selected bibliographies, and facilitators' guides to two program-related videotapes. (CMG)

ED 238 987 UD 023 276

Keane, Demetra Nicolau; And Others
Project L'Ouverture, 1981-1982. O.E.E. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- May 83

GRANT- G00-800-6906
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Curriculum Development; English (Second Language); Haitian Creole; *Haitians; High Schools; Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Services; Staff Development; *Tutoring
IDENTIFIERS- New York City Board of Education; *Project L Ouverture

Originally proposed as a supplement to basic bilingual programs for Haitian students in three New York City high schools, Project L'Ouverture changed its focus to the development and reinforcement of basic skills. In response to a need for basic bilingual services not available in participating schools, the project provided tutorial services to limited-English-speaking Haitian students on a voluntary basis. Evaluation of the 1981-82 school year showed that project staff continued to develop a rapport with project students and the Haitian community. Communication with parents and with school administrators was weak. Documentation of project activities in nearly every area was incomplete and thus hampered evaluation efforts, since it was impossible to gauge the extent or substance of tutorial services, or the number of students actually tutored regularly. There was little evidence of parental involvment or curriculum development. Staff development activities apparently took place, but records were not available. Conclusions must remain largely impressionistic: all three schools attempted to provide intensive instruction in English-as-a-second language, and achievement at the two sites for which test data were reported appeared to be satisfactory. Linguistic issues related to teaching the native language (Creole) were not addressed. However, the project did fulfill a critical need for services previously unavailable at the three schools and provided individual attention to participants. (CMG)

ED 239 002 UD 023 305

Walberg, Herbert J.
Desegregation and Educational Productivity. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; Black Students; *Desegregation Effects; Effect Size; Elementary Secondary Education; Learning Processes; *Meta Analysis; Outcomes of Education; *Performance Factors; Productivity; Program Effectiveness; Program Evaluation; *Research Reports; School Desegregation; School Effectiveness; *Synthesis

This paper compares the effects of desegregation on black achievement with the effects of other factors in the process of school learning that have recently been synthesized. The first section of the paper discusses techniques and guidelines for research synthesis, including meta-analysis. The second section presents a summary of the statistical analyses of research reviews of the 1970s and a collection of meta-analyses of the 1980s, which reveal the consistently potent productivity factors in school learning and which further illustrate techniques for research synthesis. The third section assesses selection criteria for studies of school desegregation and achievement and compares the effects of desegregation--as revealed by three recent meta analyses--with the effects of the educational productivity factors. It is concluded that the amount and quality of instruction, constructive classroom morale, stimulation in the home environment, and other such productivity factors are more effective in increasing black achievement than is school desegregation. (CMG)

ED 238 895 TM 830 717

Lockheed, Marlaine E.; And Others
Computer Literacy: Definition and Survey Items for Assessment in Schools.
Educational Testing Service, Princeton, N.J.; Human Resources Research Organization, Alexandria, Va.; Instructional Computing, Inc., Minneapolis, MN.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 83
CONTRACT- 400-82-0024
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Literacy; Curriculum Development; *Data Collection; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Glossaries; *Item Banks; *Needs Assessment; Principals; *School Surveys; Secondary School Students; Secondary School Teachers; Superintendents; Test Items; Test Validity

This project presents a pool of questions that can be used in surveys to provide data that would enable state and local education agencies, school administrators, teachers, parents, and the computer industry to make better informed decisions regarding: (1) curriculum planning and implementation in elementary and secondary school; (2) design of inservice and preservice training programs for teachers and administrators; (3) development of educational computer equipment, software, and computer-related learning materials; and (4) evaluation and selection of computer equipment, software, and learning materials. The pool of questions contain three different types. The first type is the survey item that asks the respondent about his or her computer-related knowledge, skills, experience, and use. The second type is the validation item whose purpose is to objectively validate the survey items. The third type is the inventory item that seeks information regarding computer-related resources in the district, school, or classroom. The included items are addressed to four types of respondents: school district superintendents (n=245), principals (n=377), teachers (n=284), and students (n=204) of elementary and secondary schools.(PN)

ED 238 910 TM 832 021

Bangert-Drowns, Robert L.; And Others
Highlights from Research on the Effects of Coaching for Tests.
PUB DATE- Jan 84
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Achievement Tests; *Aptitude Tests; Educational Research; Elementary Secondary Education; Literature Reviews; *Performance; *Scores; Student Improvement; *Test Coaching; *Test Wiseness
IDENTIFIERS- PF Project; *Scholastic Aptitude Test

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: In general, coaching improves student scores on achievement and aptitude tests--including the SAT--but not very much. While the SAT is not invulnerable to coaching programs, only a few students have found impressive results. Coaching produces the following average gains: On the SAT, .15 standard deviations, equivalent to 15 points on the SAT scale of 200 to 800 points. On other aptitude tests, .43 standard deviations, equivalent to a gain in IQ of approximately six points. On achievement tests, .25 standard deviations, or approximately two to three months on the grade-equivalent scale. Regardless of which of the three types of tests students are coached for, gains are greater when students (1) are given a pretest prior to coaching, (2) practice on tests identical to the criterion tests, and (3) practice more, on a regular schedule, for a longer period of time. In addition, high-ability students gain more from coaching programs than do lower ability students, who may need more explicit instruction. (Author)

ED 238 926 TM 840 025

Long, Hamish A.

The Scottish Development-Towards a System of Positive Grade Related Assessment and Reporting for All.

PUB DATE- 5 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Curriculum Development; *Educational Assessment; Elementary Education; English; Foreign Countries; Learning Problems; Mathematics; *Measurement Techniques; *Profiles; Sciences; *Slow Learners; Student Evaluation
IDENTIFIERS- *Scotland

Implementation of the Munn/Dunning proposals in Scotland for assessment and certification for all depend on the results of a three year program of which a major part has been the development of new courses and appropriate assessment instruments in Foundation English, Mathematics, and Science for the lowest 30 percent of the ability range. The main thrust of the development in assessment has been to define grade-related criteria applicable to both external and internal assessment. In this way the external examining agency can monitor the schools' internal assessment. Comparisons will be carried out in 1983 on a mode by mode basis. This will enable an accurate profile of pupil achievement since criteria are stated in positive subject attainment terms. The work is now being extended to the General and Credit levels in eleven subjects with the definition, over the next year, or courses, assessment instruments and grade-related criteria for seven articulated award grades spanning the whole ability range. (Author/PN)

ED 238 943 TM 840 046

Bank, Adrianne; Williams, Richard C.
Assessing the Costs and Impacts of Managing T/E/I Systems: A Collection of Nine Papers. Evaluation Systems Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 83
GRANT- OB-NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Administration; *Cost Effectiveness; Decision Making; *Educational Testing; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Instructional Improvement; *Instructional Systems; Microcomputers; *Program Effectiveness; Research and Instruction Units; School Districts; Test Results; Test Use
IDENTIFIERS- Evaluation Problems; Evaluation Research

The Center for the Study of Evaluation Systems Project focuses on assessing the costs and impacts of managing testing, evaluation, and instructional (T/E/I) systems through a collection of nine papers: (1) "School District Evaluation Offices: Are They Worth the Money?," by Richard C. Williams and Pam McGranahan; (2) "How Two Evaluation Offices Help Improve School Performance," by Larry Crabbe, Theron Swainston, and Williams; (3) "School District Use of Testing and Evaluation for Instructional Decision Making: A Beginning," by Adrianne Bank and Williams; (4) "School Districts in the Information Society: The Emergence of Instructional Information Systems," by Bank and Williams; (5) "The Important District Role in Educational Reform," by Williams and Bank; (6) "The District Role in Introducing Micro-Computers: A Contingency Approach," by Williams, Bank, and Carol Thomas; (7) "The Cost of Instructional Information Systems: Results from Two Studies," by James Catterall; (8) "Linking Testing with Instructional Decision Making: Models and Guidelines from Research," by Don Dorr-Bremme; and (9) "The Search for Consequences: Assessing the Impact of District Instructional Information Systems," by Williams and Bank. (PN)

ED 238 958 UD 023 084

Title I ESEA Programs in the Boston Public Schools: Middle School Reading Program; High School Reading Program; High School Mathematics Program; and Reading/Language Arts Program (PL 81-874). Final Evaluation Report to Project and School Personnel, 1978-79.

Educational Planning and Research, Boston, MA.

SPONS. AGENCY- Boston Public Schools, Mass.

PUB DATE- 79

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Hearing Impairments; High Schools; *Language Arts; Middle Schools; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Remedial Programs; *Remedial Reading

IDENTIFIERS- Massachusetts (Boston)

In Boston's Title I Middle School Reading Program, and High School Reading, Reading/Language Arts, and High School Mathematics Programs (1978-79), the criteria for growth in reading and math skills were met on a program-wide basis. Mastery of performance objectives in reading by a majority of students was, however, achieved with only limited success. Overall, students with the greatest need were served by the programs, and individual student needs were assessed and met. Parent involvement was minimal. Additional teacher training was needed in some areas. Poor student attendance was a problem. At the high school level, the introduction of the language arts component into the reading program at some schools appeared to have been a positive step, although not all reading/language arts teachers fully understood the concept and purpose of the language arts component. Scheduling difficulties, cases of friction between faculty and program staff, and isolation of Title I services from the total school efforts were areas of concern. In the Middle School Reading Program it appeared that the combination of two of the three instructional designs used might give students a more rounded approach to communication skills. It was concluded that the third design, for the hearing impaired, should remain separate. Problems related to poor student attendance, motivation, and scheduling were also areas of concern. (CMG)

ED 238 973 UD 023 221

Lederman, Marie Jean; And Others
Assessment and Improvement of the Academic Skills of Entering Freshmen: A National Survey. Research Monograph Series No. 5.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Basic Skills; *College Freshmen; Colleges; Higher Education; Mathematics; Questionnaires; Reading Skills; *Remedial Programs; *Skill Development; Surveys; Teacher Attitudes; Universities; Writing Skills
IDENTIFIERS- *Institutional Perceptions

A questionnaire survey of all colleges and universities in the United States, to which 1,269 institutions (45%) responded, yielded findings about the academic preparation of incoming undergraduate students and the ways in which their deficiencies are being remediated. First, 85 percent of the responding institutions perceive poor academic preparation of incoming students to be either very much a problem or somewhat of a problem. Second, 28 percent of entering students are perceived as needing assistance in reading, 31 percent in writing, and 32 percent in mathematics. Third, 97 percent of the responding institution assess the skills levels of entering students. Fourth, the overwhelming majority of institutions offer courses in the basic skills--more than eight out of ten offer reading and math courses, and more than nine out of ten offer writing courses. Fifth, while tests are the most common method for placement in basic skills courses, there is little agreement on specific tests. And sixth, in the vast majority of institutions, decisions concerning exit from basic skills courses are left to individual faculty members. Four appendices contain a sample questionnaire and letter sent out to college presidents, information on representativeness of the sample and inter-coder reliability, and additional data from the study in tabular form. (CMG)

ED 238 988 UD 023 277

Keane, Demetra N.; And Others
Project Kanpe, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Apr 83
GRANT- G00-800-6165

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academically Gifted; Achievement Gains; *Basic Skills *Bilingual Education Programs; Curriculum Development; English (Second Language); *Haitians; High Schools; Limited English Speaking; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Instruction; Staff Development; Tutoring
IDENTIFIERS- New York City Board of Education; *Project Kanpe

Project Kanpe was a bilingual program intended to help older, talented Haitian students at three New York City high schools acquire English language proficiency while developing their academic skills. According to this evaluation, the project instead served students in critical need of basic skills and remediation. The following points are made: (1) The project was planned to function in conjunction with ongoing bilingual education programs which were not in fact in place. (2) On-site staff developed excellent working relations with students and mainstream staff but were hampered by being accountable to an on-site supervisor and a central project director. (3) In several areas there was insufficient documentation to assess whether the project's objectives had been attained. It was difficult to ascertain how many students received services, and how often, or the subject matter covered in tutorials. Entry criteria varied, and neither exit criteria nor follow-up had been specified. Staff development apparently took place but was not documented. (4) Where documentation was available, as in career orientation and curriculum development, implementation fell short of objectives. (5) Achievement data were available for only one site, making evaluation of instructional achievement difficult. (6) The project did not develop a language development and use policy. (7) Although the project was not implemented as proposed, it did fulfill the urgent needs of Haitian students with limited-English proficiency at all three sites. (CMG)

ED 239 003 UD 023 306

Wortman, Paul M.

School Desegregation and Black Achievement: An Integrative Review.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 18 Feb 83
GRANT- NIE-G-79-0128; NIE-P-82-0070
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; *Black Students; *Desegregation Effects; Effect Size; Elementary Secondary Education; *Evaluation Criteria; Mathematics Achievement; *Meta Analysis; Outcomes of Education; Program Effectiveness; Program Evaluation; Reading Achievement; *Research Methodology; Research Reports; School Desegregation

The focus of this paper is on the methodology used in analyzing studies on the effects of school desegregation on black achievement. The paper also addresses a number of substantive issues, including the overall effectiveness of school desegregation, the impact of type of achievement (math or reading), and time of desegregation (early or later grades). In the first section, a discussion of the advantages and disadvantages of meta-analysis is presented. The complications are explored of using the method to analyze the research literature on the effectiveness of school desegregation when that literature is almost totally composed of quasi-experimental or weaker research designs. In the second section, the adjustments that were made in the meta-analysis method for the purposes of the National Institute of Education (NIE) panel's study on the effects of school desegregation are described. The procedures and criteria used for including the 31 studies finally chosen for analysis by the author are described in the third section, as well as the criteria used by NIE in narrowing the selection down to 19 studies for consideration by the panel. In section 4, the results of analyses of both sets of studies are given. An appendix lists the studies used in both analyses. (CMG)

ED 238 896 TM 830 729

Abidin, Richard R.
Parenting Stress Index: Manual, Administration Booklet, and Research Update.
PUB DATE- Oct 83
AVAILABLE FROM- Pediatric Psychology Press, 2915 Idlewood Drive, Charlottesville, VA 22901 ($18.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Child Abuse; Family Problems; Measurement Techniques; Parent Attitudes; *Parent Child Relationship; Preschool Children; *Questionnaires; Scoring; *Stress Variables; *Test Construction; Test Interpretation; *Test Manuals; Test Reliability; Test Validity
IDENTIFIERS- *Parenting Stress Index

The Parenting Stress Index (PSI) is a clinical and research self-report instrument (101 items) designed as a screening and diagnostic assessment technique to identify parent and child systems which are under stress, and in which deviant development of the child is likely to take place, or where dysfunctional parenting is likely to occur. The PSI yields a total score, three domain scores, and 15 subscales. The domains measured are stresses related to child characteristics, parental characteristics, and situation and demographic factors. The procedures used to develop the PSI and to document its validity, reliability, and normative properties are discussed both in the PSI Manual and in the included Research Update (which reports on developments since 1979). The manual also contains information on scoring and test interpretation, as well as case studies (normal family, crisis profile, separation anxiety, permissive parent) and reference group profiles (cerebral palsy, child abuse, hyperactive, developmentally delayed, normal nursery school. The Administration Booklet is a copy of the test instrument. (PN)

ED 238 911 TM 832 022

Christiansen, L. E.; Katterle, Zeno
District Program Review Process.
Beaverton School District 48, Oreg.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Cost Effectiveness; *Decision Making; *Educational Planning; Elementary Secondary Education; Evaluation Methods; Guidelines; *Program Budgeting; Program Costs; *Program Evaluation; School Districts
IDENTIFIERS- Beaverton School District OR; PF Project; *Program Review

These materials from Beaverton Schools, District Number 48 (Oregon) provide an annual program review process within the context of the regular planning and budgeting processes. Information obtained from the review process (an analytic and decision-making process) is intended to serve as a basis for determining what program levels should be retained in the event the district has insufficient operating revenues to maintain current programs or desires to increase selected programs. Major characteristics and objectives of the process are given along with a flow chart and time line of program review activities. Decision units (divisions and departments) and decision packages (functions or activities carried out by the decision units) are described. Further aspects of the process are covered under the following headings: (1) targeting potential reduction; (2) major assumptions; (3) ranking decision packages; and (4) budget preparation. Instructions for completion of program review forms are followed by the sample forms. A sample of a completed program review for a school transportation program is provided. (EM)

ED 238 927 TM 840 026

Hanford, George H.; Taylor, Daniel B.

What Students Need to Know and Be Able to Do On Leaving School for College.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Academic Education; Art; Basic Skills; *College Admission; *College Bound Students; *College Preparation; English; High Schools; Mathematics; Minimum Competencies; Sciences; *Secondary School Curriculum; Second Language Learning; Social Studies

IDENTIFIERS- College Entrance Examination Board; *Educational EQuality Project

One of our nation's educational triumphs is that admission to college has been brought within the reach of a majority of our high school graduates. Yet inadequate preparation often deprives students of this opportunity. Their stunted hopes are a major reason for growing naitonal concern about the quality of education in our schools. The College Board is reacting to this concern through its Educational EQuality Project. Under its banner, statements of seven Basic Academic Competencies and six Basic Academic Subjects have been published in a document entitled "Academic Preparation For College: What Students Need to Know And Be Able to Do." It describes what students need to know in English, mathematics, science, social studies, foreign languages, and the arts, and what students need to be able to do in terms of reading, writing, speaking and listening, doing mathematics, understanding computers, and studying. For those concerned with testing these statements provide an intriguing challenge. Examinations focused on the desired outcomes could determine the secondary school curriculum. But that would be an anathema in our non-system of education. And so we must wait until persuasion has begun to work and then adapt our tests gradually to the changing curriculum. (Author/PN)

ED 238 944 TM 840 050

Tritchler, D. L.; Pedrini, D. T.
AOVN1: Discussion and Listing of a Computer Program for the Analysis of Variance in the N=1 Case.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Analysis of Variance; *Computer Programs; *Data Analysis; Error of Measurement; Flow Charts; Hypothesis Testing
IDENTIFIERS- F Test; Repeated Measures Design; *Tukeys Test

The N=1 analysis differs from a typical analysis of variance in that there is no within-cell error term. Thus interaction terms are used as estimates of error variance. If the interaction term in question represents a significant interaction, the F tests will be conservative. Tukey's test for nonadditivity will detect a common form of interaction. Listed in this paper is a computer program to calculate the N=1 analysis of variance and the necessary tests for nonadditivity. (Author)

ED 238 959 UD 023 085

Elementary Enrichment Program (Reading, Math, Language Arts); Middle School and High School Program (Reading/Language Arts). PL 81-874 Program. Title I Final Evaluation Report, 1979-80.

Public Affairs Research Inst., Wellesley, Mass.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; High Schools; *Language Arts; Middle Schools; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; Remedial Programs; *Remedial Reading; Test Selection
IDENTIFIERS- Massachusetts (Boston)

In this report, Boston's Title I Elementary Enrichment Program (reading, math, and language arts), Middle and High School Program (reading/language arts), and the PL 81-874 Program (reading/language arts) for 1979-80 are examined. Elementary reading and language arts students had mixed gains, while math students at all elementary levels exceeded the stated program success criterion. At the middle school level, reading students generally exceeded the expected criterion, while at the high school level reading gains were not as large or consistent. Middle and high school language arts students had mixed gains. Overall, the Elementary Enrichment and Middle and High School Programs were well organized and administered, though some teachers did not believe the programs served those most in need. Parent-community relations at both elementary and secondary levels improved during the year with the formation of Parent Advisory Councils in most schools. The PL 81-874 Program was modeled after the Title I High School Program but funded under the Low Rent Housing section of PL 81-874. Students generally exceeded the expected program success criteria in reading, but language arts gains were mixed. The PL 81-874 Program suffered from a variety of implementation problems in the areas of communication, materials and supplies, instructional program, parent involvement, and selection and scheduling of students. These problems can be directly traced to serious administrative and supervisory deficiencies. Examination of Boston's selection and evaluation testing across programs shows the need for some modification. (CMG)

ED 238 974 UD 023 226

Asian and Pacific American Education: Directions for the 1980s.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Food and Nutrition Services.
PUB DATE- Apr 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTIONS- *Asian Americans; Asian Studies; Bilingual Education Programs; Day Care; Educational Development; *Educational Needs; Educational Policy; Educational Research; *Educational Trends; Equal Opportunities (Jobs); *Futures (of Society); Immigrants; Income; Multicultural Education; *Pacific Americans; Policy Formation
IDENTIFIERS- National Institute of Education

The overall themes of the papers given at the 1979 Conference on Asian and Pacific American Education are summarized here. Topics are equal educational opportunities for Asian and Pacific Americans; the educational needs of Pacific American communities; school district policymaking; the responsiveness of postsecondary education to Asian and Pacific American needs; the National Institute of Education's role in educational research and development; multicultural education; Asian American studies; education and income inequality among Asian Americans; political definitions of educational issues affecting immigrant children; and bilingual day care programs for Asian American children. (CMG)

ED 238 989 UD 023 278

New York City Russian Bilingual Program, 1981-1982. O.E.E. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jun 83
GRANT- G00-790-5030
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Attendance Patterns; *Bilingual Education Programs; English (Second Language); High Schools; Intellectual Disciplines; Junior High Schools; Limited English Speaking; Native Language Instruction; *Private Schools; *Program Effectiveness; Program Evaluation; *Public Schools; School Community Relationship
IDENTIFIERS- New York City Board of Education; *Russian Americans

The New York City Russian Bilingual Program, evaluated here, serves students in grades 9-12 in three public and eight private schools. Three groups of subjects are included in the program: English as a second language, native language arts, and content-area subjects. All students take some mainstream classes from the beginning of the program. In addition, bilingual teachers prepare students for mainstreaming by gradually increasing the extent of English usage in content-area classes, and by moving toward greater sophistication in remedial English courses. Three community resource centers provide services for project students from all school sites and act as focal points in relations between the school, the students, their parents, and the local community. In the school year 1981-82, when it served approximately 700 students, the program met most of its instructional objectives. Problems of testing and/or data reporting made assessment of students' development of English syntax skills on a programwide basis difficult, although students seemed to be making more progress than pre-post tests adequately measured. Students at all school sites made statistically and educationally significant gains in reading in their native language and did very well on cultural heritage tests. Program objectives in content areas were also met at all schools. Finally, the attendance rate of program students was quite high. (CMG)

ED 239 004 UD 023 307

Cook, Thomas D.
What Have Black Children Gained Academically from School Desegregation: Examination of the Metaanalytic Evidence.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; *Black Students; *Desegregation Effects; *Effect Size; Elementary Secondary Education; *Mathematics Achievement; Meta Analysis; Outcomes of Education; Program Effectiveness; Program Evaluation; *Reading Achievement; Research Reports; School Desegregation

This paper analyzes the 19 studies presented to the National Institute of Education's (NIE) panel on the effects of school desegregation on black achievement and discusses the author's own findings. The author concludes that desegregation did not cause any decrease in black achievement generally, nor did it cause any increase in math achievement. Although desegregation increased mean reading levels, the distribution of reading effects appeared to be skewed, with a disproportionate number of school districts obtaining atypically high gains. Studies with the largest gains were characterized along a number of methodological and substantive dimensions (none of which could be isolated as causes of the atypically high reading gains) including: small sample size, two or more years of desegregation, desegregated children who outperformed their segregated counterparts even before desegregation began, and desegregation that occurred earlier, was voluntary, occurred in schools with larger percentages of whites, and was associated with enrichment programs. Because of the small samples in the NIE project, and the apparently non-normal distributions, the author states he is not confident that anything has been learned about desegregation's effects on reading on the average. Across the few studies examined, he found that variability in effect sizes was more striking and less well understood than any measure of central tendency. The paper ends with a review of the implications of the findings for various interest groups and a summary of the implications the NIE project has for theories of research synthesis. (CMG)

ED 238 897 TM 830 786

Milofsky, Carl
Intelligence Testing and Race in the Public Schools.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Intelligence Tests; *Racial Bias; Referral; Rural Urban Differences; *School Psychologists; Special Education; Student Evaluation; *Test Bias; Testing; *Testing Problems; Test Interpretation; Test Use; *Time Management; Urban Education

The presented observations are primarily ethnographic and concern the way intelligence tests are given in schools, how biases in tests might be overcome and how black and white children are differently tested. Data on differences in testing patterns were collected via a 1978 survey of school psychologists in Illinois. The data concern the length of time psychologists report spending with each child they test and a closely related variable, the number of tests psychologists conduct during a school year. A strong negative correlation was found between the number of "child studies" psychologists conducted each year--more than twice as many in Chicago as compared with elsewhere in Illinois--and the time devoted to each one--3.6 hours in Chicago as compared with 6.6 hours elsewhere. As psychologists give more tests, which they do in the city, they spend less time on each child study--less time for thought, consideration, or special measures. This document offers a "sort of pneumatic theory" of time budgeting and testing patterns among school psychologists. (PN)

ED 238 912 TM 840 001

Evaluation of Outcomes 1981-82: An Evaluation System Report on Reading and Mathematics Programs and Student Achievement.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Attendance Patterns; Data Collection; Elementary Education; Elementary School Mathematics; Evaluation Methods; Learning Problems; *Mathematics Instruction; Program Effectiveness; *Program Evaluation; *Reading Instruction; Remedial Instruction; School Districts; Student Promotion; Textbooks
IDENTIFIERS- *District of Columbia Public Schools

The Evaluation System of the District of Columbia Public Schools has several purposes. It is designed to enable the school system to evaluate the effectiveness of programs and to identify characteristics of programs that seem to increase effectiveness. Also, it is designed to enable the schools to follow particular students over a period of years, to examine long-term effects of different programs, and to measure changes in program characteristics from year to year. The design of the Evaluation System is such that analyses or evaluations can be done at a number of levels: the individual student, the classroom, the school building, the grade level, the program, the region, and the overall school system. Evaluation System data were collected systemwide for the first time in grades one through six in June 1982. Various data on 40,740 students were received from 1,528 elementary school classroom teachers. Data are reported here on the reading and mathematics instructional materials used, special student needs, student attendance, and student achievement. (PN)

ED 238 928 TM 840 028

Benton, Sidney C.; Jerrolds, Bob W.
A Comparison of Educational Research Attitudes and Achievement of Students in Five Certification Areas.
PUB DATE- 18 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Attitude Measures; *Educational Research; *Education Majors; Graduate Students; Higher Education; *Individual Differences; *Student Attitudes; Teacher Certification
IDENTIFIERS- *Attitude Toward Educational Research Scale

This paper addresses the question of whether there are significant differences among students in five certification areas in their attitudes toward educational research and their achievement in educational research coursework. Seventy-nine students of five certification areas in five graduate sections of educational research taught by the same instructor were administered the Attitudes toward Educational Research Scale (ATERS) at the end of the quarter. All students took the same course examination. There were no significant differences in mean scores of students enrolled in the five certification areas in attitude, achievement, or on selected items from the ATERS. This study provides empirical support for the practice of having a generic course in educational research, one designed to meet the needs of any student enrolled in any graduate program in education. (Author/PN)

ED 238 945 TM 840 051

Baker, Eva L.; Herman, Joan L.
Testing in the Nation's Schools: Collected Papers. Research Into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Achievement Tests; Administrator Attitudes; *Data Analysis; Educational Policy; *Educational Testing; Elementary Secondary Education; Ethnography; National Surveys; *Public Schools; Teacher Attitudes; Test Results; *Test Use
IDENTIFIERS- *Data Interpretation

The Center for the Study of Evaluation, of the Graduate School of Education at the University of California at Los Angeles (CSE) hosted a two day conference on "Paths to Excellence: Testing and Technology" on July 14-15, 1983. Attended by over 100 educational researchers, practitioners, and policymakers, the first day of the conference focused on issues in educational testing; day two explored the status and future of technology in schools. This document presents the collected papers from the first day of the conference. Presentations focused on CSE's study of teachers' and principals' use of achievement testing in the nation's schools. The study provided basic data about the nature and frequency of classroom testing, the purposes for which test results are used, principals' and teachers' attitudes toward testing, and local contexts supporting the use of tests (e.g., amount of staff development, testing resources, leadership support). The findings were presented at the conference, and presenters were asked to provide their interpretations of the data and their perspectives on their implications for national, state, and/or local testing policies. One speaker, William Coffman, was asked to provide context for the conference by considering the study in the light of the history of research on educational testing. (PN)

ED 238 960 UD 023 086

Title I Elementary School Reading and Mathematics Programs. Final Evaluation Report, 1980-81.

Public Affairs Research Inst., Wellesley, Mass.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Individualized Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; *Remedial Reading
IDENTIFIERS- Massachusetts (Boston)

This report evaluates Boston's Title I Elementary Reading and Mathematics School Programs for 1980-81. Ninety-eight percent of students enrolled in the programs received Title I instruction five days a week. Instruction was highly individualized, and teachers and aides used individualized daily planning. On the average, students attended school on about 80 percent of the possible days of service. Overall, test results on the math program, for all grades, and for public, private, and parochial schools, were uniformly favorable. As a total group, students made reading gains at all grade levels. Some differences were found among the subgroups, however. The program's efficiency and effectiveness, in terms of selection and scheduling, administration, curriculum and instruction, communication, facilities and materials, and student progress were for the most part rated positively by all concerned. Parental involvement, however, received positive ratings only from Parent Advisory Council (PAC) members and parents. Overall, compliance with federal guidelines concerning school PACs was observed. (CMG)

ED 238 975 UD 023 236

del Refugio Robledo, Maria; Cortez, Albert

TABS: What Secondary Analysis Reveals about Minority Achievement.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Journal Articles (080)
DESCRIPTIONS- *Achievement Gains; Blacks; *Compensatory Education; Grade 9; Hispanic Americans; *Mathematics; Minimum Competency Testing; Minority Groups; *Program Effectiveness; Program Evaluation; *Reading; Secondary Education; Statistical Data; Test Results; Trend Analysis; Whites; Writing (Composition)
IDENTIFIERS- *Texas

Although the results of minimum competency tests need to be interpreted with caution, data on the Texas Assessment of Basic Skills (TABS) for 1980-82 clearly indicate the inadequate results of remedial programs for minority students in Texas. Secondary analysis of the data shows that overall performance on exit level math and reading tests improved from 1980-82, and that the performance of minorities improved at a relatively faster rate than that of nonminorities. The performance gap among ethnic groups, however, remained significant. Thus, while 87 percent of White 9th graders demonstrated mastery of the exit level math test, only 53 percent of Blacks and 68 percent of Hispanics did so. The percentages for reading were 85 percent, 49 percent, and 56 percent respectively. Examination of data on the percentage of 9th graders achieving mastery of all three TABS subtests, failing to master at least one subtest, and failing to master all three subtests reflects a similar pattern. Tenth and eleventh grade data also reflect the performance gap pattern, as do data on mastery of math, reading, and writing objectives. (CMG)

ED 238 990 UD 023 279

Keyes, Jose Luis; And Others
Native Language Reading Approach Program, 1982-1983. O.E.E. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Apr 83
GRANT- G00-780-4168
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Bilingual Education Programs; Curriculum Development; Elementary Education; English (Second Language); Greek Americans; Haitians; Hispanic Americans; *Inservice Teacher Education; Italian Americans; *Language Acquisition; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; *Reading Skills; *Transfer of Training

The Native Language Reading Approach Program in New York City was designed as an exemplary approach to on-site training of classroom teachers and their assistants in how to help students transfer reading skills from their native language to English. Program components included support services, teacher training, material/curriculum development, and parental involvement activities. In 1981-82, 43 teachers and 6 professional and paraprofessional specialists and 1314 students (Haitian, Greek, Italian, and Hispanic) in grades K-6 participated in the program. Evaluation showed that the main difficulties encountered in the first two years of the program were, in this the third and final year, resolved. Individualized services were provided to the different sites, and an integrated, overall approach was developed. Excellent rapport was achieved within the program itself and between the program staff and personnel at the sites. Program resource specialists developed expertise and two manuals that may have citywide application. Teachers at the sites developed an awareness of how to transfer reading skills and of the interrelationships between language development and reading. They also developed related teaching and management skills. The program researched and developed various techniques to train experienced and inexperienced faculty. School personnel, at every level interviewed, regretted that the services were being terminated. Materials and resources used for this program appear in several appendices to this report. (CMG)

ED 239 005 UD 023 308

Miller, Norman; Carlson, Michael
School Desegregation as a Social Reform: A Meta-Analysis of Its Effects on Black Academic Achievement.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Achievement Gains; *Black Students; *Desegregation Effects; Effect Size; Elementary Secondary Education; Mathematics Achievement; Meta Analysis; Outcomes of Education; *Performance Factors; Program Effectiveness; Program Evaluation; Racial Integration; *Racial Relations; Reading Achievement; Research Reports; School Desegregation; *Self Esteem; Social Change; White Students

Although school desegregation was initiated to address a social inequity--segregated schooling was seen as stigmatizing blacks as a social group--research has focused primarily on desegregation's effects on black academic achievement and self-esteem. Two problems have made this research difficult: the ambiguity of the term "school desegregation" and the quality and characteristics of the research designs used to study it. In this meta-analysis of 19 desegregation studies prepared for the National Institute of Education, the effect size method is used. Results show that the effects of desegregation on verbal tests is significant as is the pooled verbal and math effect size, but the math test effect size is not significant. Analysis of white achievement gains in three of the studies shows that black gains relative to white gains are small, thus suggesting that black gains are not attributable to desegregation per se. Other factors affecting academic outcomes in desegregated settings--anxiety and threat, self-concepts and aspirations, peer comparison, expectations, peer relations, school effects, teachers, and students--have diverse effects on and are affected in diverse ways by desegregation. Although desegregated schooling has only a moderate positive effect on black achievement, desegregation is nevertheless a requisite if the social issue of interracial acceptance is to be addressed. (CMG)

ED 238 898 TM 830 787

Stennett, R. G.; And Others
Kindergarten Language Screening Test: 1982-83 Norms. Research Report 83-06.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- Early Childhood Education; Kindergarten; *Language Acquisition; *Language Tests; School Readiness Tests; *Screening Tests; *Test Construction; *Test Norms; Test Validity
IDENTIFIERS- *Kindergarten Language Screening Test; *London Board of Education ON

An integral part of London's early identification process involves an assessment of each pupil's speech and language development. During the 1981-82 school year some initial work was done on the development of a Kindergarten Language Screening Test (KLST). As a result, the KLST was modified and shortened. This paper reports the data derived from the administration of the revised KLST to all kindergarten children during December of the 1982-83 academic year. The major purposes of the analyses were: (1) to provide norms by sex and month of birth, (2) assess the psychometric properties of the revised KLST, and (3) provide data bearing on the concurrent validity of the test. The KLST, designed to assess 10 different aspects of a child's speech and language development, is contained in Appendix A. (Author/PN)

ED 238 913 TM 840 003

Wendell, Anne-Sojourner; Tobias, Sigmund
Anxiety and the Retrieval of Information from Long Term Memory.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Cognitive Processes; Higher Education; *Long Term Memory; Models; *Recall (Psychology); *Study Habits; *Test Anxiety
IDENTIFIERS- *Interference (Learning); *Retrieval (Memory); Sarason Test Anxiety Scale

This study investigated whether test anxiety affected performance because: (1) examination stress interfered with retrieval of previously learned material, or (2) initial learning was less thorough. Results indicated significant negative correlations with acquisition indices and partially supported a retrieval deficit. Suggestions for further research are made. (Author)

ED 238 929 TM 840 029

Benton, Sidney E.; Jerrolds, Bob W.

The Relationship of Graduate Education Students' Achievement in Educational Research to Their Reading Attitudes, Attitudes toward Educational Research, GPAs, and National Teacher Examinations.

PUB DATE- 10 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Attitude Measures; *Educational Research; Education Majors; Grade Point Average; *Graduate Students; Higher Education; *Predictive Measurement; Predictor Variables; *Reading Attitudes; Reading Teachers; Regression (Statistics); Scores; Standardized Tests; *Student Attitudes
IDENTIFIERS- Attitude Toward Educational Research Scale; National Teacher Examinations

Eighty-three students enrolled in five graduate sections of educational research taught by the same instructor were administered a reading attitude scale and an educational research attitude scale. Under-graduate grade point averages (GPAs), entering graduate GPAs, and composite National Teacher Examination (NTE) scores were also obtained for the students. Teachers who were currently involved in the teaching of reading had significantly higher reading attitude scores than the teachers who were not involved in the teaching of reading. All independent variables were significantly related to course achievement. Results of a stepwise regression analysis yielded a multiple correlation of .77 when NTE scores, graduate and undergraduate GPAs, reading attitude and research attitude scores were used to predict achievement in the course. (Author)

ED 238 946 TM 840 053

Burstein, Leigh
The Use of Existing Data Bases in Program Evaluation and School Improvement. Methodology Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Archives; Data Analysis; *Databases; *Data Collection; Elementary Secondary Education; *Evaluation Utilization; Instructional Improvement; *Program Evaluation; Research Methodology; Resource Allocation; *School Districts

The purpose of this report is to comment on practice in the use of existing data bases in program evaluation and school improvement and to explore directions of increased and improved use. The report's impetus is the role that existing data plays in current efforts in local school districts and the possibilities for the future. To a great extent, however, we will have to rely on experiences from other areas of social inquiry outside of education and on national and state practices (rather than local) in education. The record of local district practice in maintaining and using data archives is limited to date while extended, multipurpose secondary data examination is commonplace elsewhere. Nonetheless, we assume that the current state of affairs in information maintenance and use in local districts is more a happenstance of competing priorities for economic and human resources and limited technical expertise and support than a conscious judgment that current practices exhaust the benefits that might accrue. (Author)

ED 238 961 UD 023 087

ESEA Title I Early Childhood/Jackson-Mann Program. Interim Report, 1981.

Vazquez-Nuttall Associates, Inc., Newton, MA.

SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Communication Skills; *Compensatory Education; Early Childhood Education; Educationally Disadvantaged; *Hearing Impairments; Individualized Instruction; Inservice Education; Motor Development; Parent Participation; *Program Effectiveness; Program Evaluation; *Reading Readiness; *Remedial Programs; Small Group Instruction; Social Development

Boston's Title I Early Childhood/Jackson Mann Developmental Program is discussed in this interim evaluation report (1980-81). The purpose of the Early Childhood component, which serves about 1000 4-year-olds (kindergarten I) and 5-year-olds (kindergarten II) is to raise the level of educational achievement among children identified as needing special assistance. The children receive daily individualized or small group instruction from a Title I paraprofessional, as a supplement to class work, in the classroom setting. The Jackson-Mann component is a remediation program providing highly individualized instruction to 20 hearing-impaired 3- to 6-year-olds integrated with 30 children with normal hearing from the morning kindergarten classes. Major Jackson-Mann goals deal with development of communication skills, reading readiness, and motor and social skills. Curriculum and performance objectives, and administration/supervision objectives of the program were rated as satisfactory, although organization of the program needed improvement. Most communication objectives were regarded as satisfactory, though the communication of Title I goals and regulations to non-Title I staff was not. Inservice and orientation workshops were regarded as useful. Materials were a keynote of the program, with high satisfaction being expressed by all. Parent involvment was minimal. Everyone concerned with the program gave high ratings to the achievement of program objectives. (CMG)

ED 238 976 UD 023 237

Warfield, John L.

Sport and Social Mobility Research: The Role of Race.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; *Athletics; *Black Students;
College Students; Equal Education; Equal Opportunities (Jobs);
Higher Education; High Schools; High School Students; Racial Bias;

*Racial Factors; *Social Mobility

As this survey of the literature shows, the relationship between sports participation and the academic success which is expected to lead to material and social benefits is ambivalent and inconclusive. If sports participation does have an impact on academic goals, it does so only when coupled with a range of sociopersonal and cultural variables. Participating in organized athletics translates into upward social mobility only as the participant parlays sports achievement into social relationships and skills essential to upwardly mobile outcomes. Black athletes at both the high school and college levels do not use sports achievement in this way. Black high school athletes aspire to college without being academically and socially ready. College failure is often the consequence, when the demands of big-time sports and academic pressure converge on the poorly prepared students. White athletes capitalize more readily on their sports activity. Although more research is needed, race appears to influence the lack of social changes in the lives of young, black athletes. Athleticism seems insufficient to overcome the racist character of American institutions, including organized sports. At the college level, the black athlete seems to be exploited by the athletic experience rather than benefiting from it. Large numbers of black college athletes do not graduate in four years, and most never receive a degree. (CMG)

ED 238 991 UD 023 280

P.L. 89-313 Supplementary Services for Previously Non-Public-School Institutionalized Students, 1982-1983. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Adjustment (to Environment); Adult Basic Education; Affective Behavior; Career Education; Daily Living Skills; *Deinstitutionalization (of Disabled); *Disabilities; Elementary Secondary Education; Intellectual Disciplines; Prevocational Education; *Program Effectiveness; Program Evaluation; *Public Schools
IDENTIFIERS- New York City Board of Education

The Supplementary Services for Previously Non-Public-School Institutionalized Students in New York City was designed to assist students who were formerly educated at state-operated or state-supported schools to adapt to public school education. The 1982-83 program served 1054 students in 367 sites, which included community schools, high schools, a special school for the deaf, special education schools, and approved work sites. Approximately 50 percent of the students were mentally retarded, 20 percent were emotionally handicapped, and the remainder had other disabilities. The age range was from 6 to 21. Analyses of data gathered to evaluate the program indicated that most of its objectives were largely or completely met. Students demonstrated positive growth in communication, reading, math, sensory and motor development, self-help and societal/community living skills, social interactions, and vocational competencies. Observations and interviews indicated that, for the most part, program services met the individual needs of the students and effectively supplemented basic instructional activities. However, all aspects of the program suffered from delays in funding approval. In addition, although program-eligible students were identified before the beginning of the program cycle, locating many of them in particular classes at particular sites was difficult. (CMG)

ED 239 006 UD 023 314

Milner, David
Children & Race.
REPORT NO.- ISBN-0-8039-2151-9
PUB DATE- 83
AVAILABLE FROM- Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 ($9.95 plus postage/handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- *Black Youth; Children; Elementary Secondary Education; *Equal Education; Foreign Countries; Multicultural Education; *Racial Attitudes; Racial Bias; Racial Relations; School Role; *Self Concept; *Socialization; Underachievement; Whites
IDENTIFIERS- *England

The major aims of this book are to provide an account of racial attitude development in young children and to describe the effects of racism on the development of black children, specifically in the United Kingdom. The book draws freely on American and British research in an effort to illuminate the British experience. The first two chapters provide a historical backdrop to the history of prejudice and introduce a social psychological perspective on the issue. The remainder of the book is devoted to developmental aspects of prejudice, i.e., the processes by which children develop racial attitudes as a normal consequence of their socialization within a society in which racial prejudice is widespread. A general discussion of socialization in regard to attitudes and identity is followed by a look at cultural factors in racism. Specific areas addressed are literature, the mass media, and the relationship between color values and racial values. Consequences for the black child of living with prejudice are then examined, as are ways that prejudice may affect other, more general learning in the educational process. Particular reference is made to black children's underachievement in school. Finally, education's role in the wider society, specifically whether education can influence equality between the races, is considered. (CMG)

ED 238 899 TM 830 798

Wisniewski, Richard
The Future of the National Teacher Examination.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Beginning Teachers; Employment Qualifications; *Teache
Education Curriculum; *Teacher Effectiveness; *Teacher Employment;
*Teacher Evaluation; Teacher Qualifications; Teaching (Occupation);
*Testing Problems
IDENTIFIERS- *National Teacher Examinations

Predicated on the fact that the National Teacher Examination (NTE) is a sociocultural artifact, this paper emphasizes teacher education curricula as a basis for the NTE. The focus is on the social dynamics of the classroom, which is a complex set of interactions far richer than the particularistic bits of information tested by the NTE. Proponents of the NTE must struggle with the inadequacies of teacher education as well as with negative attitudes toward the testing of teacher effectiveness. Six options are suggested in this paper with the intent to push the NTE into fundamental changes, requiring major modification in the philosophy, content, format, norming and marketing strategies related to the NTE. These options include: (1) a problem-solving approach, (2) a heavy emphasis on value and ethical situations, (3) nationally and locally normed versions of the test, (4) generic test items rather than elemmentary and secondary versions of the exam, (5) blending subject area and pedagogical content throughout the exam, and (6) utilizing electronic technology to the fullest. In some ways, the options suggested have as much to do with marketing the NTE as with test protocols. This interrelationship illustrates why this paper discusses the NTE in a social context. (PN)

ED 238 914 TM 840 004

Boruch, Robert F.; And Others
Recommendations to Congress and Their Rationale: The Holtzman Project.
Northwestern Univ., Evanston, Ill. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
CONTRACT- OED-300-79-0467
GRANT- NIE-G-79-0128
AVAILABLE FROM- Evaluation Review, 275 South Beverly Hills, Los Angeles, California 90212 (Publication No. 0193-841X/83/010005-31, $3.35).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- *Education; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Evaluators; *Federal Programs; Program Evaluation; School Districts; Standards; State Programs
IDENTIFIERS- Congress; *Holtzman Project; Secondary Analysis

This article concerns recommendations made in a report to Congress and the Department of Education on evaluation of federally supported education programs. The work covers local, state, and federal efforts to address questions about why and how well evaluations are done, and about how results are used. The recommendations are directed toward improving the quality of evaluations and enhancing their usefulness. (Author)

ED 2[illegible]3 930 TM 840 032

Pflaum, Ann M.
Environmental Scanning at the University of Minnesota--A Discussion of Form and Substance.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Environment; Decision Making; Educational Planning; Educational Policy; *Environmental Research; Environmental Standards; *Evaluation Methods; Higher Education; Organizational Objectives; *Program Descriptions; *Program Implementation
IDENTIFIERS- *Environmental Scanning; *University of Minnesota

This report records in outline form major points concerning the emerging field of environmental scanning, noting particularly activities at the University of Minnesota. It includes definitions of environmental scanning; a description of its major components; and an outline of procedural steps to implement it. Further, it outlines the planning process at the University of Minnesota; describes the composition, as well as the activities, of an experimental environmental assessment team; and lists issues cited by the team. A four-page annotated bibliography (1967 to 1983) concludes the report. (Author/PN)

ED 238 947 TM 840 055

Svensson, Lennart
Three Approaches to Descriptive Research.
Goteborg Univ., Molndal (Sweden). Dept. of Education.

SPONS. AGENCY- Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
REPORT NO.- ISSN-0349-2982
PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Data Analysis; Data Collection; *Educational Research; Research Design; *Research Methodology
IDENTIFIERS- *Descriptive Research; Qualitative Analysis; Qualitative Data

This report compares three approaches to descriptive research, focusing on the kinds of descriptions developed and on the methods used to develop the descriptions. The main emphasis in all three approaches is on verbal data. In these approaches the importance of interpretation and its intuitive nature are emphasized. The three approaches, however, represent some differences. In the comparison, the kinds of descriptions developed and methods used are considered as parts of the broader context of each approach. The differences in descriptions and methods are seen as reflecting differences between the approaches in the general aim or commitment of the research, the delimitation of the field of research, and the designs and kinds of data collection used. The three approaches also represent three different orientations in the search for a methodological basis and for support in answering questions about methods. The most significant differences between the three approaches are arrived at by characterizing what is essential to each approach and what then is essentially different between the approaches. (Author/PN)

ED 238 962 UD 023 088

ESEA Title I Early Childhood/Jackson-Mann Program. Final Report, 1981.
Vazquez-Nuttall Associates, Inc., Newton, MA.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Communication Skills; *Compensatory Education; Early Childhood Education; Educationally Disadvantaged; *Hearing Impairments; Individualized Instruction; Inservice Education; Motor Development; Parent Participation; *Program Evaluation; *Reading Readiness; *Remedial Programs; Small Group Instruction; Social Development
IDENTIFIERS- Massachusetts (Boston)

This is the final evaluation report for Boston's Title I Early Childhood Jackson-Mann Developmental Program (1980-81). The Early Childhood component serves about 1000 4-year-olds (kindergarten I) and 5-year-olds (kindergarten II) in an effort to raise the level of educational achievement among children identified as needing special assistance. The children receive daily individualized or small group instruction from a Title I paraprofessional, as a supplement to class work, in the classroom setting. The Jackson-Mann component provides highly individualized instruction to 20 hearing-impaired 3- to 6-year-olds integrated with children with normal hearing from the morning kindergarten classes. In the regular Title I program, standardized test score gains were significant for kindergarten children, but the majority of them did not meet the criterion of mastering 80 percent of performamce objectives. In Jackson-Mann, hearing students in kindergarten I made significant gains, though scores in kindergarten II dropped. The majority of hearing-impaired students accomplished at least 80 percent of the performance objectives. Overall, participants were satisfied with administrative support, curriculum and performance objectives, communication, orientation and inservice workshops, materials (rated very highly), and facilities, and dissatisfied with parental involvement. (CMG)

ED 238 977 UD 023 242

1980 Census of Population. Volume 1, Characteristics of the Population. Chapter B, General Population Characteristics, PC80-1-B. Part 1, United States Summary.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Age; *Census Figures; Demography; Family Characteristics; Geographic Distribution; Marital Status; *Population Distribution; *Population Trends; Racial Distribution; Sex; Tables (Data)
IDENTIFIERS- Spanish Surnamed; *United States

Complete data on the basic demographic characteristics of the inhabitants of the United States from the 1980 Census of Population are presented in this report. Eleven pages of maps and charts show information on various geographical regions of the United States (regions, divisions, standard metropolitan statistical areas, standard consolidated statistical areas, and urbanized areas) and data on age, sex, race, Spanish origin, family type, and marital status. The greater part of the report consists of 38 detailed tables giving data in the same categories. In general, the amount of data is greater for the United States than for the states and smaller geographical areas. Data from earlier censuses are shown for the United States. Five additional tables deal with substitutions and allocations. Appendixes give information on the following: area classifications; definitions and explanations of subject characteristics; residence rules and data collection and processing procedures; a description of the allocation and substitution tables; copies of the respondent instructions and 1980 census questionnaire pages including the 100 percent population questions; and a summary of the data dissemination program of the 1980 census. (CMG)

ED 238 992 UD 023 281

Zephirin, Henriot; And Others
George W. Wingate High School Bilingual Demonstration College Preparatory Program, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jun 83
GRANT- G00-810-4581
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Bilingual Education Programs; College Preparation; *Curriculum Development; English (Second Language); High Schools; *Hispanic Americans; Junior High Schools; Mathematics Instruction; Native Language Instruction; *Parent Participation; *Program Effectiveness; Program Evaluation; Science Instruction; Social Studies; *Staff Development
IDENTIFIERS- New York City Board of Education

In its first year of operation, 1981-82, the Bilingual Demonstration College Preparatory Program in New York City served 81 students of Hispanic origin with limited English proficiency. The program stresses the acquisition of English skills as well as the development of the students' native language and is geared toward mainstreaming students as soon as possible. The program's four major goals are (1) an academically successful student body; (2) enhancement of the staff's professional growth and/or academic skills and a more adequate ethnic balance among the instructional staff; (3) an active parent and community group; and 4) the development of math, social studies, and science materials focusing on the development of basic skills. Attainment of these goals in 1981-82 was negatively affected by the fact that approval to hire staff was not received until two months after the school year had begun. Instructional achievement results were mixed. No formal inservice training for staff took place, and staff development activities were limited to those scheduled schoolwide or within each teacher's academic department. In addition, attempts to get parents involved were unsuccessful. Finally, curriculum materials were developed for both native language arts and social studies. Materials and resources used for this program appear in appendices to this report. (CMG)

ED 239 007 UD 023 315

Stennett, R. G.
Resource Allocation.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; Foreign Countries; *Measurement Techniques; *Needs Assessment; *Resource Allocation; *Resource Teachers; *Student Characteristics
IDENTIFIERS- *Ontario (London)

A research allocation formula employed in London, Ontario elementary schools, as well as supporting data on the method, are provided in this report. Attempts to improve on the traditional methods of resource allocation in London's schools were based on two principles: (1) that need for a particular service could and should be determined empirically; and (2) that need must ultimately be defined in terms of student characteristics. A ten-step Resource Allocation Formula (RAF) based on these principles was developed and used for the allocation of Learning Resource Teachers (LRTs). (The LRTs' basic roles are to provide remedial help to students having difficulty with language and/or math, and to provide enrichment programming for gifted and talented students.) Use of RAF led to some significant shifts in the deployment of LRTs. Also the extent and pattern of need as determined by the RAF remained fairly stable over a two or three year period. This general method could be applied to the allocation of resources of various kinds, and any formula would be modified readily in terms of both the indicators of need and the weights attached to them. Materials contained in the report explain the allocation formula and how it was used to determine each school's share of LRTs in London. Also provided are data concerning the method's stability. (CMG)

DOCUMENT RESUME

ED 239 008 UD 023 316

Katims, Michael
Mandating Educational Effectiveness in Chicago.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum; Elementary Secondary Education; Expectation; Grouping (Instructional Purposes); Instruction; *Performance Factors; Principals; *Program Implementation; *Research Utilization; *School Effectiveness; School Organization; *Teacher Effectiveness
IDENTIFIERS- *Chicago Mastery Learning Reading Program; *Illinois (Chicago)

In contrast to early research (such as Coleman's) that concluded schools could not override influences of the home environment, more current research indicates that schools can make a difference. This paper summarizes those research findings (emphasizing the limitations of the research from the practitioner's perspective) and relates them to new policies and practices implemented in the Chicago Public Schools. Specifically, the author discusses the role of expectations, curriculum and instruction, school grouping practices, activities of effective principals, and school organization. These variables are described in the light of research findings as well as how they relate to the implementation of Chicago's new promotion policy, graded structure, and the Chicago Mastery Learning Reading Program. This paper argues that school systems can benefit from educational research, if they carefully develop instructional materials, programs, and policies in such a way that research findings are incorporated into instructional obligations that are clearly defined for both teachers and principals. (CMG)

ED 239 009 UD 023 337

Schwartz, Henrietta; And Others
School as a Workplace: The Realities of Stress. Volume I, Executive Summary; Volume II, School Site Case Studies and the Role of the Principal; Volume III, Methodology and Instrumentation.
American Federation of Teachers, Washington, D.C.; Roosevelt Univ., Chicago, Ill. Coll. of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- G-80-0011
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Role; Case Studies; *Educational Environment; Elementary Secondary Education; *Principals; *Stress Variables; *Teacher Burnout; Teacher Morale; *Teaching Conditions; Urban Schools

This three volume study presents the results of research which examined working conditions and their possible relationship to stress among faculty in six schools (two elementary, two middle, and two high schools) in two major U.S. cities. Information about the schools was obtained through ethnographic case studies. Data were synthesized to describe each school and to identify potential stressors, with emphasis on the identification and description of stressors related to the context or culture of the school and the system, i.e., the work environment. These data were then analyzed within a psychological anthropology framework. Specifically, drawing from previous studies, it was postulated that once basic human needs are met, individuals (in this case school personnel) seek security, status, and sociability in their culture, society, occupations, and personal lives. In addition, eight universal aspects of behavior were examined (value system, cosmology or world view, social organization, technology, economic system, governance, language, and socialization process) Comparisons of findings across schools resulted in five major categories of stressors: (1) security; (2) governance/leadership; (3) budget cuts; (4) staff relations; and (5) student issues. Student issues, however, were found to be stressors only in the two high schools. This report is organized as follows: Volume I includes an introduction to the study, a literature review, description and analysis of stressful conditions in the schools studied, conclusions regarding the findings' significance, and recommendations for policymakers and practitioners concerned with reducing stressful conditions in schools. Volume II includes the full case studies of each of the six schools, and a report on extensive interviews with the schools' principals. Volume III contains a detailed discussion of the research methodologies, as well as the instruments utilized for data collection. (GC)

ED 239 010 UD 023 338

Sullivan, Teresa A.
The Occupational Prestige of Women Immigrants: A Comparison of Cubans and Mexicans. Paper Number 5.009.
Texas Univ., Austin. Population Research Center.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cubans; Educational Attainment; Employment Experience; *Employment Level; *Females; *Hispanic Americans; *Immigrants; Mexican Americans; Occupational Mobility; *Prestige

This paper analyzes the occupational prestige of United States female labor force participants who were born in Cuba or Mexico, and who were at least 25 years old at the time of their immigration between 1945 and 1970. The age limitation, combined with schooling, provides a proxy for social class and for complete socialization into the home culture. Data are drawn from a 1/100 1970 Public Use Sample, corrected for allocation. The dependent variable is "NORC," or Hodge-Siegel-Rossi prestige scores, for 1970 Census occupational codes. Independent variables include age, U.S. experience, residence in the South, vocational training, weeks worked, completed schooling, and high school/college completion. Predicted prestige scores, controlled for social class, narrow the prestige score gap between Cuban and Mexican women, but increase the gap between immigrant men and women. The data suggest that the social mobility process for female immigrants may differ from that for males, partly because cultural barriers to "pink collar" jobs of nominally higher status restrict women's mobility. (Author/GC)

ED 239 011 UD 023 342

Chu-Chang, Mae, Ed.; Rodriguez, Victor, Ed.
Asian- and Pacific-American Perspectives in Bilingual Education: Comparative Research.
REPORT NO.- ISBN-0-8077-2723-7
PUB DATE- 83
AVAILABLE FROM- Teachers College Press, Columbia University, New York, NY 10027 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- *Asian Americans; *Bilingual Education; Bilingualism; *Cognitive Measurement; Cognitive Style; Educational Research; Elementary Secondary Education; *Language Acquisition; Language Skills; *Pacific Americans; Self Concept; Teaching Methods

The articles in this book together provide a state-of-the-art review of bilingual education research specifically dealing with Asian and Pacific Americans. Following an introduction by Mae Chu-Chang, chapters are grouped into 3 sections. In Section I, "Bilingual and Biliteracy Acquisition," works include (1) "The Basic Grammatical Structures of Selected Asian Languages and English," by Charles Li; (2) "English Language Acquisition by Speakers of Asian Languages," by Kenji Hakuta; (3) "Speech and Script Relations in Some Asian Languages," by William S-Y Wang; (4) "Cognitive Processing of Various Orthographies," by Ovid J.L. Tzeng; and (5) "Biliteracy Acquisition and Its Sociocultural Effects," by Agnes M. Niyekawa. Articles in Section II, "Assessment," include (6) "Cognitive Assessment of Asian-Americans," by Jayjia Hsia; (7) "Limited English Speaking, Handicapped, and Poor: Triple Threat in Childhood," by Kenyon S. Chan; and (8) "Assessment of Self-Concept Bilingual Asian-American Children," by Kalei Inn. Section III, "Bilingual Education Instruction," contains (9) "Code-Switching Strategies in Bilingual Instructional Settings," by Chui-Lim Tsang; and (10) "Patterns of Classroom Interaction with Pacific Islands Children: The Importance of Cultural Differences," by Cathie Jordan, Kathryn Hu-Pei Au, and Ann K. Joesting. Several of the papers in this publication were originally presented at the "Symposium on Bilingual Research: Asian/Pacific American Perspectives," held September 3-5, 1980, in Los Alamitos, California. (GC)

ED 238 938 TM 840 040

Alkin, Marvin C.; Jacobson, Phyllis
Organizing for Evaluation Use. A Workbook for Administrators. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 83
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrators; Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; *Guidelines; Program Design; Program Development; *Program Evaluati

This workbook is designed for administrators with project responsibilities that are to be evaluated. The purpose is to help the administrator understand the factors that can affect evaluation use and organize for the evaluation to maximize the potential use of the information the evaluation produces. Four phases of organizing an evaluation to maximize its potential for use are discussed: (1) delineating the context factors that provide the evaluation framework, (2) identifying and organizing the participants, (3) operationalizing the interactive process, and (4) communicating the findings to users. Sample worksheets are included for the four phases. (PN)

ED 238 915 TM 840 005

Wortman, Paul M.; And Others

The First Year of the Education Voucher Demonstration: A Secondary Analysis of Student Achievement Test Scores.

Northwestern Univ., Evanston, Ill. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 78
CONTRACT- NIE-C-74-0115
AVAILABLE FROM- Paul M. Wortman, Associate Director, Division of Methodology and Evaluation Research, Department of Psychology, Northwestern University, Evanston, IL 60201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- *Demonstration Programs; *Educational Finance; Educational Innovation; *Educational Vouchers; Elementary Education; *Nontraditional Education; *Program Evaluation; Quasiexperimental Design; Reading Achievement; Reading Tests; *Research Design
IDENTIFIERS- Alum Rock Union School District CA

The Education Voucher Demonstration began in the Alum Rock Union Elementary School District during the 1972-73 school year. Under the voucher concept, parents freely select a school for their child and receive a credit or voucher equal to the cost of the child's education that is paid directly to the school upon enrollment. It was presumed that this form of school finance would foster competition among the schools and improve the quality of education by making schools more responsive to students' needs. An initial external evaluation at the conclusion of the first year found,

however, a relative loss in reading achievement for students in the six public schools that participated in the voucher demonstration. The present report reexamines some of these data using a quasi-experimental design involving multiple pretests and individual students' test scores (rather that school means) as the unit of analysis. The results appear to indicate that the deleterious reading effect of the voucher demonstration was confined to a few within-school programs featuring nontraditional, innovative curricula. (Author)

ED 238 931 TM 840 033

White, Karl; And Others
An Evaluation of Training in Standardized Achievement Test Taking and Administration. Final Report of the 1981-82 Utah State Refinements to the ESEA Title I Evaluation and Reporting System.
Utah State Office of Education, Salt Lake City.; Utah State Univ., Logan.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
CONTRACT- 300810271
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Tests; Elementary Secondary Education; Program Development; Program Evaluation; Program Implementation; *Scores; *Standardized Tests; Student Motivation; Test Coaching; Test Format; *Testing; *Testing Problems; *Test Wiseness
IDENTIFIERS- *Confounding Variables; *Title I Evaluation and Reporting System; Utah

Based on findings of previous research, this project developed, implemented, and examined the effect of instructional materials and procedures designed to eliminate the influence on test scores of the following four factors: (1) differential levels of test-taking skills on the part of students; (2) student's lack of familiarity with and consequent confusion from the question format used in the district's standardized achievement tests; (3) lack of motivation on the part of students to do their best on the standardized achievement tests; and (4) inappropriate administration of the standardized achievement tests. Materials and procedures designed to reduce or eliminate the influence of these confounding factors included a series of filmstrips, audiotapes, and workbooks to teach students test-taking skills; a set of seven practice tests; a self-charting procedure designed to motivate students' test-taking; and workshops and exercises to improve teachers' skills as standardized test administrators. Each of these components is described in detail. The contradictions with previous research and teachers' perceptions of the value of the materials and procedures suggest further evaluation of the project materials is necessary before final conclusions are drawn. (PN)

de Silva, Maria Antonieta Donis
The Self Access Box for Classroom Use.
ED 23

del Refugio Robledo, Maria
TABS: What Secondary Analysis Reveals about Minority Achievemen
ED 23

deGrolier, Eric, Comp.
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Alexander, Benjamin H.
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The Didactics of Biology. Selected Bibliography for 1980. Part I and Part II.
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Ammer, Jerome J.
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Amodeo, Luiza B.
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Aptekar, Lewis S.
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Arbuss, Steve
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Armor, David J.
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Arredondo, C.
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Arrington, Larry
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Austin, Bruce A.
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Axelrod, Nancy R.
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Baird, Leonard L.
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Testing in the Nation's Schools: Collected Papers. Research Into Practice Project.
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Baker, Paul J.
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ED 238

Balka, Don S.
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ED 237

Ball, Deborah
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Balliet, Thomas A.
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Ballinger, Robert L.
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ED 238 2

Ballinger, Virginia S.
Teaching Foreign Language in Style: Identifying and Accommodating Learner Needs.
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